

DOCUMENT RESUME

ED 359 357

CE 063 965

AUTHOR Riley, Linda L.
TITLE DPI Gender Equity Leadership Project - Phase II. Final Report.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE Jun 93
CONTRACT WDPI-PAC00111
NOTE 300p.; For a related document, see ED 358 372.
AVAILABLE FROM CVTAE/UW-Stout, 218 Applied Arts Building, Menomonie, WI 54751.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Career Education; Coordination; Educational Cooperation; *Leadership Training; Long Range Planning; Models; Program Implementation; *Resource Centers; Secondary Education; *Sex Fairness; Sexual Harassment; State Programs; Statewide Planning; *Technical Assistance; *Vocational Education

IDENTIFIERS *Wisconsin

ABSTRACT

This report documents a project to provide technical assistance, coordination, training, and resources to programs implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. It describes how technical assistance was provided to all school districts served through a consortium and three special projects. Other project activities are outlined: coordination of the training of the Wisconsin Vocational Equity Leadership Cadre, development of a resource center for use by cadre members and the districts they serve, publication of two issues of "Vocational Equity News," and dissemination of 2,500 copies of each. The eight-page report is followed by extensive appendixes, beginning with the 1992-93 cadre participant list. Other appendixes include cadre meeting agendas and evaluations, a partial listing of resources provided as handouts to each cadre member, and newsletters. The 3-year composite report summary is also provided. It summarizes data collected in the state of Wisconsin from 1989-92 from 72 schools working in the assessment phase and using the assessment instruments in the model. The summary's appendix contains overhead transparency masters depicting some data. The final two appendixes consist of 100 pages of 3-year composite report data tables and 53 pages of 1992-93 evaluation data. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED359357

FY 93

DPI GENDER EQUITY LEADERSHIP PROJECT - PHASE II

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

Submitted by Linda L. Riley

Associate Researcher/Project Director

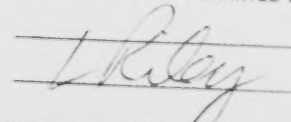
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY



TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

DPI Gender Equity Leadership Project - Phase II

June, 1993

FINAL REPORT

BEST COPY AVAILABLE

CF063765

DISCLAIMER

The material herein was developed pursuant to Grant No. PAC 00111 with the Wisconsin Department of Public Instruction partially reimbursed from the allocation of federal funds from the Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Department of Education position or policy.

**DPI GENDER EQUITY LEADERSHIP PROJECT - PHASE II
FINAL REPORT**

PROGRAM IDENTIFICATION

Name of Project:	DPI Gender Equity Leadership Project - Phase II Statewide Project Center for Vocational, Technical and Adult Education University of Wisconsin-Stout
Total Budget:	\$62,181
Project Contact Person:	Linda Riley
Title:	Associate Researcher/Project Director
Signature:	<u><i>Linda J. Riley</i></u>
Phone number:	(715) 232-1885
Date:	June, 1993

PROJECT ABSTRACT

This project provided technical assistance, coordination, training and resources to CESA Consortium Equity Projects implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Technical assistance was provided to all school districts served through CESA Consortium Projects and three special projects. In addition, this project coordinated the training of the Wisconsin Vocational Equity Leadership Cadre, developed a resource center for use by cadre members and the districts they serve, and published two issues of *Vocational Equity News* and disseminated 2500 copies of each.

TABLE OF CONTENTS

	<u>Page</u>
Abstract	i
Table of Contents.....	ii
Introduction	1
Profile of Activities/Support Services	2
Summary Data - Vocational Equity Activity Participants	3
Program Achievement Summary	
Objective 1	6
Objective 2	7
Objective 3	7
Outstanding/Exemplary Achievement.....	8
Appendices	
A. 1992-93 Cadre Participant List.....	9
B. Cadre Meeting Agendas and Evaluations	15
C. Resources - 1992-93 (Partial Listing)	39
D. Newsletters	47
E. Three-Year Composite Report Summary	59
F. Three-Year Composite Report Data Tables.....	125
G. 1992-93 Composite Report.....	225

DPI GENDER EQUITY LEADERSHIP PROJECT - PHASE II FINAL REPORT

INTRODUCTION

Promoting vocational gender equity in Wisconsin was the major goal of the FY93 Gender Equity Leadership Project -Phase II funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. It was designed to provide technical assistance, coordination, training and resources to CESA Consortium Equity projects serving all school districts in Wisconsin. The primary focus of the project was to train regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity In Career and Vocational Education resulting in the development of a local long-range equity plan. This final report summarizes project activities on the "Profile of Activities/Support Services" and participant data on the "Summary Data-Vocational Equity Activity Participant" forms, and also lists specific project objectives and outcomes.

1990 CARL PERKINS ACT
 TITLE IIB SEX EQUITY PROGRAMS
 A PROFILE OF ACTIVITIES/SUPPORT SERVICES

ACTIVITY/PREPARATORY SUPPORT SERVICES	NUMBER OF CLOCK HOURS SPENT IN ACTIVITY	NUMBER OF INDIVIDUALS PARTICIPATING OR BEING SERVED				OTHER SPECIFY)
		STUDENTS		STAFF		
		M	F	M	F	
BUSINESS/SCHOOL PARTNERSHIPS	*					
CAREER DAYS	---					
CHILD CARE	---					
COUNSELING OF NON-TRADITIONAL STUDENTS	---					
CURRICULUM DEVELOPMENT	*					
DRIVER EDUCATION TRAINING	---					
FIELD TRIPS	---					
HANDS-ON" EXPLORATION OF NON- TRADITIONAL CAREERS	---					
IN-SCHOOL PROGRAM	---					
LIAISON WORK	24					
LINK WITH VTAE PROGRAMS	48					
MENTORING OPPORTUNITIES/MATCHUP	---					
NETWORKING/SUPPORT GROUP ACTIVITIES	*					
NON-TRADITIONAL OCCUPATION ADVOCATE	*					
RECRUITMENT OF NON-TRADITIONAL STUDENTS	*					
REGIONAL/AREA MEETINGS	60					
REMEDIAL/TUTORING	---					
RESOURCE DEVELOPMENT	65					
REVIEW OF MATERIALS FOR BIAS	*					
SPEAKER PANELS	*					
STAFF DEVELOPMENT - Training EQUITY ISSUES - Cadre	* 430			22	48	
STATEWIDE EQUITY CONFERENCE	60			91	140	
TECHNICAL ASSISTANCE	215					
OTHER (PLEASE SPECIFY):				250		53 Misc.
Equity Processing	180	13,352	13,607	1867	3242	
Resource Center Development	120					
Three-Year Composite Report and Supporting Materials	38					

*Components included in Staff
 Development and Training

Wisconsin Department of Public Instruction
SUMMARY DATA -
Vocational Equity Activity Participants
 PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. *Return address is preprinted on reverse.*

This information is collected for federal reporting and accountability purposes (per PL 98-524).

District _____ CESA **Statewide Project UW-Stout**

1 Participant Type	2 Total Number	3. Participants by Gender		4. Handicapped	5. English as a Second Language	6. Participants by Ethnic Category							
		Male	Female			Amer. Indian/Alask. Native	Asian/Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity		
A. Students	3												
B. Parents	17												
C. Administrators	84												
D. Counselors	47												
E. Librarians	5												
F. Elementary School Teachers	40												
G. Middle/Jr. High School Teachers	36												
H. High School Teachers	65												
I. CESA Staff	27												
J. Community Members	6												
K. Business Persons	2												
L. Equity Committee Members	59												
M. Postsecondary Level Staff	32												
* TOTALS >		91	140	5	8	4	2	4	1	245	1		
Person Completing form Linda L. Riley				Activity Statewide Equity Conference				Activity Date Nov 16-18 1992				Telephone Area/No. (715) 232-1885	

*Approximately 330 participants

BEST COPY AVAILABLE

Wisconsin Department of Public Instruction
 SUMMARY DATA -
 Vocational Equity Activity Participants
 PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. Return address is preprinted on reverse.

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District

CESA Statewide Project
 UW-Stout

1 Participant Type	2 Total Number	3 Participants by Gender		4 Handi- capped	5 English as a Second Language	6 Participants by Ethnic Category					
		Male	Female			Amer. Indian/Alask. Native	Asian/ Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity
A. Students- Others		1	13								
B. Parents											
C. Administrators		6	4								
D. Counselors		1	1								
E. Librarians											
F. Elementary School Teachers			2								
G. Middle/Jr. High School Teachers			2								
H. High School Teachers		1	7								
I. CESA Staff		13	19								
J. Community Members											
K. Business Persons											
L. Equity Committee Members											
M. Postsecondary Level Staff											
TOTALS >	70	22	48								

Did Not collect

Person Completing form

Linda L. Riley

Activity

Cadre Meeting #2

Activity Date

March

23-24,

1993

Telephone Area/No.

(715) 232-1885

Wisconsin Department of Public Instruction
 SUMMARY DATA -
 Vocational Equity Activity Participants
 PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. Return address is preprinted on reverse.

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District _____ CESA Statewide Project UW-Stout

1 Participant Type	2 Total Number	3 Participants by Gender		4 Hand-capped	5 English as a Second Language	6 Participants by Ethnic Category					
		Male	Female			Amer. Indian/Alaskan Native	Asian/Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity
A. Students Others		1	13								
B. Parents											
C. Administrators		6	4								
D. Counselors		1	1								
E. Librarians											
F. Elementary School Teachers			2								
G. Middle/Jr. High School Teachers			2								
H. High School Teachers		1	7								
I. CESA Staff		13	19								
J. Community Members											
K. Business Persons											
L. Equity Committee Members											
M. Postsecondary Level Staff											
TOTALS ➤	70	22	48								

Person Completing form: Linda L. Riley

Activity: Cadre Meeting #1

Activity Date: Sept 29 - Oct 1, 1992

Telephone Area/No: (715) 232-1885

Did Not Collect

PROGRAM ACHIEVEMENT SUMMARY

OBJECTIVE 1:

To provide technical assistance and support to regional consortium projects serving local districts by providing activities which promote vocational equity, increase access and participation for females in vocational education and meet the special needs of nontraditional students.

PARTICIPANTS AND OUTCOMES

- Provided ongoing consultation and support to cadre members and others working in equity in the State of Wisconsin through phone contacts, visitations, and materials and resources as requested.
- Identified and disseminated approximately 1000 pages of equity research and information to each cadre member. (See Appendix C for a partial listing.) Provided opportunities for review of new equity resources from PEO, UW-Stout and CESAs through demonstrations and presentations at cadre meetings.
- Resources immediately available from UW-Stout, CVTAE, were cataloged and summarized in a draft resource guide and disseminated to cadre members at the fall meeting. The Center's resources were also publicized in the statewide equity newsletter.
- A new system was developed for previewing resources.
- Check out policies and procedures were developed for the Center.
- A needs assessment was developed and conducted to solicit input from cadre members regarding the types of resources needed for their work in CESAs and with local school districts.
- Additional resources for the collection were identified and ordered based on input from cadre members and those deemed necessary to train teachers and teach students about equity issues. Resources address integrating equity into vocational and academic education, Tech Prep and school-based work experiences, serving special populations, increasing nontraditional enrollments, and providing equitable school environments including a special emphasis on sexual harassment in the school setting.

OBJECTIVE 2:

To expand the capacity of administrators, counselors, and teachers to promote and achieve vocational equity.

- Developed and conducted a needs assessment to ascertain areas of training most desired by cadre members.
- Planned, coordinated and conducted two training sessions for the sixty-five members of the Wisconsin Vocational Equity Leadership Cadre. (See Appendix A for list of participants and Appendix B for copies of the agendas and evaluations.)
- Participated in the planning, implementation and evaluation of the Statewide Equity Conference and presented a sectional on the gender perception research with Barbara Schuler.
- Wrote, published and disseminated two issues of "Vocational Equity News." Approximately 2500 copies of each issue were disseminated. (See Appendix D for copies of newsletters.)
- Project staff increased equity skills and knowledges through participation in the Statewide Multicultural Conference held in Milwaukee in November, 1992.

OBJECTIVE 3:

To promote and implement the Wisconsin Model for Sex Equity in Career and Vocational Education.

- Reviewed and revised informational handouts regarding the equity survey processing required in Phase II of the "model."
- Assisted 102 school districts with planning, administering and analyzing the equity surveys.
- Coordinated data collection and survey processing for 88 districts to date and provided data tables to school districts.
- Completed the composite report of the survey data collected in 1992-93 school year. (See Appendix G.)
- Compiled and disseminated the "Three-Year Composite Report - 1989-1992" and developed a summary report with tables and camera ready overheads for use by cadre members and others in presentation of the data. (See Appendix E and F.)

OUTSTANDING/EXEMPLARY ACHIEVEMENT

- Compiled the sexual harassment workshops developed by cadre members at the September meeting. In addition to hard copy distribution of workshops, a computer disk was prepared for the Macintosh and available to cadre members for personalizing and changing workshops.
- Compiled Three-Year Composite Report and developed graphs of data and overhead transparency masters for cadre members to use for presentations to local district staff or equity team on the statewide data.

Appendix A

1992-93 Wisconsin Vocational Gender Equity Cadre Participants

CESA #1

Eileen Dagen*
Dir. Instructional Prog. for Employment
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
FAX: 414-546-3095

Jim Heiden
Community Training Specialist
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
FAX: 414-546-3095

Kathy Eidsmoe
Local Vocational Education Coordinator
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
FAX: 414-546-3095

Juli Garton
Director of Instructional Technology
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
FAX: 414-546-3095

CESA #2

Cindy Vaughn*
CESA #2 Equity Project Coordinator
CESA #2
430 East High Street
Milton, WI 53563
(608) 758-6232
FAX: (608) 868-4864

Rick Hill
Dane County Transitions Coordinator
CESA #2
430 East High Street
Milton, WI 53568
(608) 758-6232
FAX: (608) 868-4864

Barb Noll
Special Education Director
CESA #2
430 East High Street
Milton, WI 53568
(608) 758-6232
FAX: (608) 868-4864

Jim Schultz
LVEC
Edgerton Schools
200 Elm High Drive
Edgerton, WI 53534
(608) 884-9402
FAX: 608-884-9327

Fred Timm
Coordinator of Special Education
Stoughton Schools
211 N. Forrest Street, P.O. Box 189
Stoughton, WI 53589
(608) 873-2673
FAX: 608-873-2780

CESA #3

Cecile Hoffman*
Coordinator of Equity, F/CE and LVEC
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276
FAX: (608) 822-3828

Kathy Marty
JTPA Projects Director
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276
FAX: (608) 822-3828

Mark Strohbusch
Vocational Education Director
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276
FAX: (608) 822-3828

CESA #4

Lance Ellmann*
Federal Programs Consult./HGD Coord.
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9370
FAX: 608-785-9777

Judith Aakre
Instructional Communications Consultant
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9373
FAX: 608-785-9777

Mark Dyar
Director of Exceptional Education
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9734
FAX: 608-785-9777

CESA #5

Pam Hilleshiem-Setz*
Vocational Coordinator
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811
FAX: (608) 742-2384

Laurel Hoeth
School Age Parent Coordinator
Stevens Point Area Public Schools
1201 North Point Drive
Stevens Point, WI 54481
(715) 345-5651
FAX: (715) 345-5431

Linda Ruhland
7-8 Grade ED/CD-B Teacher
Adams-Friendship Jr. High School
500 North Pierce, P.O. Box 346
Adams, WI 53910
(608) 339-4064
FAX

Joyce Unke
HG & D Projects Director
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811
FAX: (608) 742-2384

Kristin Long
Tech Prep Coordinator
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811
FAX: (608) 742-2384

CESA #6

Nancy Winkler*
HG & D Coordinator
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
FAX: (414) 424-3478

*Cadre Chair

Tom Koch
Vocational Equity Coordinator
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
FAX: (414) 424-3478

Dennis Glaeser
Staff Development Coordinator
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
FAX: (414) 424-3478

Martha Harris
Coordinator for Multi-Cultural Ed.
Morgan Administration Building
P.O. Box 2019
Appleton, WI 54913
(414) 832-6163
FAX: (414) 832-1725

Jeanette Beschta
Guidance Counselor
Houdini Elementary School
2305 W. Capitol Drive
Appleton, WI 54915
(414) 832-4608
FAX:

Jeannette Gollus
Lincoln Elementary School
1000 N. Mason Street
Appleton, WI 54911
(414) 832-6270
FAX:

Ellie Olson
8 Spring Meadows Court
Appleton, WI 54914
(414) 731-2998
FAX:

Judith Chastin
Teacher
Huntley School
2224 N. Ullman
Appleton, WI 54911
(414) 832-6255
FAX:

Jon McCluskey
EMH Program Support Teacher
Appleton Area School District
120 East Harris Street
Appleton, WI 54913
(414) 832-6403
FAX: (414) 832-1725

John Cain
Director Student Services
West Bend School District
697 S. Fifth Avenue
West Bend, WI 53095
(414) 335-5422
FAX: (414) 335-5423

Micki Hoffman
English Instructor
Hartford Union High School
805 Cedar Street
Hartford, WI 53027
(414) 673-8950
FAX: 414-673-8943

CESA #7

Dan Konop*
Director, School-to-Work Transition
Programs
CESA #7
595 Baeten Road
Green Bay, WI 54304
(414) 492-5960
FAX: 414-492-5965

Chris Rogers
In-Service Coordinator
NEWIST/CESA #7
IS 1110
UW-Green Bay
Green Bay, WI 54311-7001
(414) 492-2678 or 465-2599
FAX: (414) 492-2728

Eileen Littig
Director
NEWIST/CESA #7
IS 1110
UW-Green Bay
Green Bay, WI 54311-7001
(414) 465-2599
FAX: (414) 465-2576

CESA #8

Nancy Estrem-Fuller*
Gender Equity Project Director
CESA #8
204 East Main Street
Gillett, WI 54124
(414) 855-2114
FAX: (414) 448-5491

Judy Knope
Kindergarten Teacher
Jefferson Elementary School
347 Green Bay Avenue
Oconto Falls, WI 54154
(414) 846-4476
FAX

Marilyn Greiner
F/CE Teacher
Tigerton High School
P.O. Box 40
Tigerton, WI 54486
(715) 535-2185
FAX

CESA #9

Steve Kain*
LVEC
CESA #9
P.O. Box 449
Tomahawk, WI 54487
(715) 453-2141
FAX: (715) 453-7519

Carol Gums
F/CE Teacher
D. C. Everest Junior High School
1000 Machmueller Street
Schofield, WI 54476
(715) 359-0511
FAX: (715) 359-9395

Bill Kubeny
Elementary School Counselor
North Elementary School
506 Graham
Antigo, WI 54409
(715) 623-3515
FAX

Sue Leider
F/CE Instructor
D. C. Everest Junior High School
1000 Machmueller Street
Schofield, WI 54476
(715) 359-0511
FAX: (715) 359-9395

Richard Thwaites
Director, Federal Programs and
Auxiliary Services
Merrill Area School District
1111 N. Sales Street
Merrill, WI 54452
(715) 536-9421
FAX: (715) 536-1788

Claudette Harring
G/T and Equity Coordinator
Longfellow Administration Center
415 Seymour Street
Wausau, WI 54402
(715) 848-2934
FAX: (715) 848-1341

CESA #10

John Cavanaugh*
Director of Instructional Services
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341
FAX: (715) 723-0341

Mary Lorberter
Curriculum Coordinator/HG&D Coord.
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341, Ext. 88
FAX: (715) 723-0341

Linda Cate
Asst. Director of Instructional Services
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341
FAX: (715) 723-0341

Gerald Munyon
Vocational Education Coordinator
Chippewa Falls School District
1345 Ridgewood Drive
Chippewa Falls, WI 54729
(715) 726-2784
FAX: (715) 723-8554

Bruce Sorenson
Principal
Jim Falls Elementary School
Route 1, Box 13E
Jim Falls, WI 54748
(715) 382-4641
FAX:

CESA #11

Barb Wehman*
Project Coordinator
CESA #11
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711
FAX: (715) 839-6130

Donna Coomer
Curriculum & Staff Development
Coord.
CESA #11
P.O. Box 246
Elmwood, WI 54740
(715) 639-4201
FAX: (715) 839-4907

Lorraine Davis
Curriculum Coord.
River Falls Public Schools
104 East Locust Street
River Falls, WI 54022
(715) 425-1800
FAX: (715) 425-2166

Nancy Graese
Curriculum Coordinator
CESA #11
P.O. Box 246
Elmwood, WI 54740
(715) 639-4201
FAX: (715) 839-4907

CESA #12

Dennis Cairns*
Vocational Coordinator
CESA #12
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363
FAX: (715) 682-7244

Jim Lee
Children At Risk Coordinator
CESA #12
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363
FAX: (715) 682-7244

Virginia Metzdorf
Curriculum Coordinator
Hayward Public Schools
P.O. Box 860
Hayward, WI 54843
(715) 634-8373
FAX: (715) 634-3560

Beth Kasinski
F/C Instructor
Bayfield High School
Bayfield, WI 54814
(715) 799-5666
FAX:

Other Members

Linda Riley
Project Director
Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751
(715) 232-1885
FAX: (715) 232-1985

Barbara Schuler
Administrator, Vocational Equity/
Teen Single Parent Programs
Bureau for Vocational Education
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9170
FAX: (608) 267-1052

Melissa Keyes
Sex Equity Consultant
Sex Equity Programs
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9157
FAX: (608) 267-1052

Barbara Bitters
Section Chief
Culture and Equity Section
Bureau for Vocational Education
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-9609
FAX: (608) 267-1052

Eyvonne Crawford-Gray
Single Parent Education Specialist
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-9368
FAX: (608) 267-1052

Barbara Dougherty
Equity Resource Center Director
Center on Education and Work
964 Educational Science Building
1025 East Johnson
Madison, WI 53706
(608) 263-3152
FAX: (608) 262-9197

Jennifer Crapol-Hall
Choices Coordinator
Dept. of Health and Social Services
1 West Wilson Street, P.O. Box 7851
Madison, WI 53707
(608) 266-2464
FAX: (608) 264-6750

Frances Johnson
Educational Equity Consultant
WI Board of Vocational, Technical and
Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707-7841
(608) 267-9514
FAX: (608) 266-1690

Raejean Kanter
HG&D Coordinator
Bureau for Pupil Services
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-3725
FAX: (608) 267-1052

Marta Larson
Field Service Specialist
Programs for Educational Opportunity
University of Michigan
1005 School of Education
Ann Arbor, MI 48109
(313) 763-9910
FAX: (313) 763-1229

Dean Gagnon
Director, Bureau for Vocational Ed.
WI Department of Public Instruction
Bureau for Vocational Education
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9275
FAX: (608) 267-1052

Lorayne Baldus
University of Wisconsin-Stout
219 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395
FAX: (715) 232-1985

Sherri Torkelson
LVEC
Eau Claire Area School District
500 Main Street
Eau Claire, WI 54701
(715) 833-3463
FAX: (715) 833-3481

Fred Skebba
LVEC
Rhineland High School
665 Coolidge Avenue
Rhineland, WI 54501
(715) 362-6955
FAX: (715) 362-5929

Appendix B

1992-93 WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
PRE-TRAINING - SEPTEMBER 29, 1992

9:30 - 10:00 REGISTRATION, COFFEE AND ROLLS

10:00 - 10:30 WELCOME, INTRODUCTION, OVERVIEW
*Linda Riley, Project Director, Gender Equity Leadership
Project, University of Wisconsin-Stout*

THE HERSTORY OF EQUITY

10:30 - 11:30 • Federal and State Law
*Melissa Keyes, Consultant, Sex Equity Programs
Barbara Schuler, Administration, Vocational
Equity/Single Parent Programs
Wisconsin Department of Public Instruction*

11:30 - 12:00 • The Wisconsin Model
*Cecile Hoffman, Coordinator of Equity/Family and
Consumer Education and LVEC, CESA #3*

12:00 - 1:00 LUNCH

INTRODUCTION TO EQUITY ISSUES

1:00 - 1:30 Equity and Educational Outcomes
Melissa Keyes, Wisconsin Department of Public Instruction

1:30 - 2:15 Teacher/Student Interaction
Jim Lee, Jobs Target Program Director, CESA #12

2:15 - 2:45 Equity and the World of Work
Linda Cate, Assistant Director of Instructional Services, CESA #10

2:45 - 3:00 BREAK

3:00 - 3:30 Equity Issues for Single Parents
*Eyvonne Crawford-Gray, Single Parent Education Specialist,
Wisconsin Department of Public Instruction*

3:30 - 4:00 Equity Issues for the At-Risk Students
Dan Konop, JTPA Director, CESA #7

4:00 - 4:30 Equity Issues and the Differently Able
*Eileen Dagen, Director Instructional Program for Employment,
CESA #1*

4:30 - 5:30 RESOURCE PREVIEW

5:30 KICKOFF PROGRAM AND BANQUET

1992-93 WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE

PARTNERS IN PROGRESS

KICKOFF PROGRAM AND BANQUET

September 29, 1992

10:00 - 5:00 RESOURCES AVAILABLE FOR REVIEW

4:30 - 5:30 REGISTRATION, PARTNER PAIRING

5:30 - 7:00 PROGRAM

- Welcome and Introductions

- 1992-93 Program Overview

Barb Schuler, Administration, Vocational Equity/Single Parent Programs, Wisconsin Department of Public Instruction

- What's New in Equity

Melissa Keyes, Consultant, Sex Equity Programs, Wisconsin Department of Public Instruction

- UW-Stout Project Overview

Linda Riley, Project Director, Gender Equity Leadership Project, University of Wisconsin-Stout

7:00 DINNER

1992-93 WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
CADRE MEETING #1 - DAY 1

Wednesday, September 30, 1992

- 8:00 - 8:30 NETWORKING, COFFEE AND ROLLS
- 8:30 - 9:00 ANNOUNCEMENTS, OVERVIEW OF DAY
*Linda Riley, Project Director, Gender Equity Leadership Project,
University of Wisconsin-Stout*
- INTRODUCTION - Mary Field Belenky
*Barbara Schuler, Administration, Vocational Equity/Single Parent
Programs, Wisconsin Department of Public Instruction*
- 9:00 - 12:00 WOMEN'S WAYS OF KNOWING - IMPLICATIONS FOR THE
CLASSROOM

Presenter: Mary Field Belenky, Ph.D.

(A 15 minute break will be provided.)
- 12:00 - 1:00 LUNCH IN SMALL GROUPS
- 1:00 - 2:00 QUESTIONS AND ANSWERS WITH DR. BELENKY
- 2:00 - 2:15 BREAK
- 2:15 - 4:00 FALL FOCUS '92 - SEXUAL HARASSMENT (with thanks to
Anita Hill)
- 4:00 - 5:00 CESA CADRE CHAIR MEETING
- 4:00 - 6:00 RESOURCE REVIEW - REFRESHMENTS
- 6:00 ADJOURN - DINNER ON YOUR OWN

1992-93 WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
CADRE MEETING #1 - DAY 2

Thursday, October 1, 1992

7:30 - 8:00	NETWORKING, COFFEE AND ROLLS RESOURCES AVAILABLE FOR REVIEW
*8:00 SHARP	PRIZE DRAWING ANNOUNCEMENTS/OVERVIEW AND DIRECTIONS
8:15 - 11:15	GROUP WORK
11:15 - 11:30	PROGRESS REPORTS
11:30 - 12:30	LUNCH
12:30 - 2:00	GROUPS REPORT BACK
2:00	POST TEST, EVALUATION, CEU'S ADJOURN

DRIVE SAFELY AND THANK YOU!

**DPI/UW-Stout Wisconsin Gender Equity Cadre
September 29 - October 1, 1992
Holiday Inn, Wisconsin Dells**

Evaluation Form Results

Please rank the following and provide additional comments.

	Very Helpful 5	4	3	2	Not Helpful 1	Did not Attend 0	Mean
<u>Monday - Pre-Training</u>							
1. The Herstory of Equity Barbara Schuler and Melissa Keyes, DPI	6	3	2	0	0	16	4.36
2. The "Wisconsin Model" Cecile Hoffman, CESA #3	4	3	3	2	0	15	3.75
3. Equity and Educational Outcomes Melissa Keyes	5	4	3	0	0	15	4.17
4. Teacher-Student Interactions Jim Lee, CESA #12	2	8	3	0	0	15	3.92
5. Equity and the World of Work Linda Cate, CESA #10	3	2	5	3	0	14	3.31
6. Equity and Single Parents Eyvonne Crawford-Gray, DPI	2	6	4	1	0	14	3.77
7. Equity Issues for At-Risk Students Dan Konop, CESA #7	2	3	6	1	0	14	3.42
8. Equity Issues and the Differently Abled Eileen Dagen, CESA #1	2	4	6	1	0	14	3.54

Tuesday and Wednesday

9. Women's Ways of Knowing - Implications for the Classroom Mary Field Belenky	8	10	11	3	4	0	3.42
10. Introduction to Sexual Harassment Issues Melissa Keyes, DPI	11	20	5	0	0	0	4.17
11. Group Work - Developing Sexual Harassment Workshops Harassment Workshops	13	15	4	2	1	0	4.06
12. Resource Review and Preview Opportunities ...	12	12	5	1	1	0	4.06

Comments:

I especially appreciate the sharing of materials/resources.

The farther we move into issues such as sexual harassment, racism, and discrimination issues the more I feel ineffective to bring a focus of what I should be doing as an educator to implement a K-12 equity plan in my school district.

Really enjoyed doing this unit! (Group Work - Developing Sexual Harassment Workshops)

Mary was wonderfully thoughtful and her ideas helped reaffirm directions we are attempting. A great session!

I especially enjoyed Dr. Belenky's presentation.

I was fascinated by Mary Belenky's presentation - a demonstration of what her research documented.

I thought I had handed in an evaluation form at the end of the cadre meeting.

I very much appreciate that you put the handouts together in the sectional file folders.

Day (Monday - Pre-Training) was too long with the same format - more interaction? Good info. The sexual harassment exercise was somewhat futile. Regardless of how many organized workshop formats I have I'd still call in an "expert" to do the workshop. My role is resources - not presenter. It was helpful to review the resources.

Problem with group work - we are all from such different areas that it's hard to get together and actually work on follow-up.

Previewing resources was extremely valuable.

Quite a bit of repeat, even for me - a novice. Also - too long - should have adjusted presentations to fit into time allowed!

It may have been me - I just wasn't into it (Circled 1 - Not Helpful - for Women's Ways of Knowing - Implications for the Classroom, Mary Field Belenky). Need the workshop agendas. I really appreciate the typing you had done. Thanks!

Maybe it was just me, but I don't think she (Mary Field Belenky) "connected" her work and her presentation very well.

Need more time.

Please complete the following questions by giving your frank opinions and reactions.

1. How new were the topics or materials to you?

1 Not New	2	3	4	5 Very New	Mean
1	8	12	12	5	3.33

2. How relevant or useful was the training to your work - did it meet your needs?

1 Not Very Useful	2	3	4	5 Of High Value	Mean
0	1	10	16	9	3.92

3. Do you feel the ideas and concepts can be immediately integrated into your work?

1 No	2	3 Somewhat	4	5 Yes	Mean
0	2	13	9	12	3.86

4. How effective were the presentations in getting ideas across to you?

1 Not Effective	2	3	4	5 Highly Effective	Mean
0	7	9	14	7	3.60

5. Was there enough opportunity for questions and discussion?

Too Much 2 All That Was Needed 30 Should Have Been More 4

6. What was the most helpful information for you?

Sexual harassment issues - especially since schools are increasingly confronted with them.

Sexual harassment. (2)

Resource materials - using some developed materials so you didn't have to start from beginning.

The presentation by Mary Field Belenky was interesting to me, but she is a very dry academic speaker for other audiences.

Gathering resources to do program.

Mary Field Belenky's time with us. The work groups were good too!

Integrating equity concepts into learning theory.

The small group work on the units.

All

I liked the sexual harassment work session.

Sexual harassment issues and resources.

Women's Ways of Knowing presentation. (3)

Plan developed for local equity training. Review of videos and discussion with others about their plans.

Getting new ideas and resources.

Sexual harassment.

Sexual harassment networking.

Intro from Melissa.

New materials in harassment for classroom use and with professionals was very helpful.

First day helpful, but too much - not enough time to discuss - third day - more time for organized review would have been more helpful.

The history of equity - and sexual harassment since I have had so little knowledge of prior to this meeting.

Resources - networking (people were very positive)

Excellent introduction day. Nice variety of information, however I was slightly overwhelmed by the end of the conference. Also I didn't feel that prepared being that I was new to develop a workshop for other people.

The Herstory of Equity. Teacher/Student Interactions.

The most helpful information was the background on the history of laws, policies and implementation of bias-free programs (or at least attempted implementation).

Sexual harassment.

Harassment and Belenky

Information on learning styles.

Sexual harassment info.

Sexual harassment workshop agendas.

Sharing of harassment "group projects."

Women's Ways of Knowing. Issues relating to sexual harassment.

7. What was the least helpful information for you?

Belenky was difficult to follow until you really listened for awhile. I'm not sure it was too helpful in our work.

I truly understand the need for providing training in sexual harassment but, I truly feel we are tampering with some legal issues which can not be resolved by in-service training.

I only stayed a limited amount of time.

Mary Belenky is a good researcher and wrote an excellent book, but is not a good speaker. Needed more of an overview on her work.

Belenky presentation. (3)

I wish we could have spent some time in small groups talking about the implications for schools of her research and what strategies we might consider.

Mary Belenky's information was interesting but not presented in a way that made it useful. Certainly not dynamic or forceful.

Women's Ways of Knowing - Implications.

All was helpful!

Women's Ways of Knowing/developing the sexual harassment workshops.

Mary Belenky - though interesting and thought provoking, did not help me to address what I can do with the information to help girls achieve.

The Wisconsin Model was not presented in as complete a manner as it could have been - perhaps a demonstration on one particular area would have been more helpful.

All the other topics were a good review so I don't consider it as least helpful...but a refresher.

Sexual harassment segment.

The Wisconsin Model was gone over so fast it might as well not have been done. The presentation on equity and the world of work was hard to follow.

There really wasn't any.

Women's Ways of Knowing!

At-risk equity issues.

Too much time to plan sessions and too much time sharing those projects.

Author - I wasn't in the right frame of mind for it.

Equity and the World of Work.

8. How would you rate the overall training?	1	2	3	4	5	
	Poor				Excellent	Mean
	0	0	10	18	9	3.97

Comments:

It provides me an opportunity to network and share ideas with other equity cadre members and assurance that technical assistance is available through CVTAE and UW-Stout.

Keep up the good work.

I enjoyed Dr. Belenky greatly because our "styles" "gilled."

Interaction support of cadre members trying to achieve "like" goals in a very up hill journey.

I am glad I read her book prior to her session or I wouldn't have known what she was talking about.

WASB has presented harassment workshops in our CESA.

I thought the group work and hands-on opportunities were valuable. A large part of these trainings should be networking.

To develop sexual harassment workshops without having been trained in "putting the cart before the horse."

Was glad to get an opportunity to interact with new cadre members. Running over the first day made it an ordeal out of important information.

I thought I already did one of these, maybe I didn't sign my name.

Would have been helpful to have presentations on sexual harassment before we had to put together a workshop. My knowledge base wasn't there.

This is exactly the type of training I need to help raise awareness in my district.

Many things rated average are beyond your control.

Sexual harassment stuff was excellent. I did not see the application of "Women's Ways..." but it was interesting.

9. Please rate the following:	1	2	3	4	5	
	Poor				Excellent	Mean
Meeting Facilities	0	0	5	16	15	4.23
Workshop Correspondence	0	0	0	7	24	4.78
Rooms	0	1	5	14	14	4.18
Meals	0	2	4	17	11	4.06

Other:

Include this evaluation as a "more formal" part of the agenda.

The facilities and location were just perfect. I hope future meetings can be scheduled at the Wisconsin Dells.

Meals - Yuk - taco salad.

We really need to address the student outcomes and how they can be implemented and accurately assessed for future CPA grant applications. Help us get theory into practice into change for students.

Linda - Thanks for your work in organizing etc.!

Room: Impossible to connect with AT&T to make long distance call on calling card from my room. Linda: I'm sure I filled out an evaluation form, though I might not have signed it. Wonder if responses are same!

As people stated, it would be helpful to know menu ahead of time. I have food allergies and it would help me plan according.

Meals: Except continental breakfasts. (Circled #4 on rating scale.)

1992-93 WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE

Agenda Days Inn - Eau Claire Tuesday, March 23, 1993

- | | |
|---------------|---|
| 8:30 - 9:00 | Coffee, Rolls and Networking |
| 9:00 - 10:00 | DPI/UW-Stout Update and Reports
<i>Barb Schuler and Linda Riley</i> |
| 10:00 - 10:30 | Teaching Students About Equity Issues Through Performance Theatre
<i>Peg Endres, Residency Company Director, Climb Theatre</i> |
| 10:30 - 10:45 | Break |
| 10:45 - 11:45 | Equity and Aging
<i>Cecile Hoffman, Wisconsin AARP Women's Initiative Spokesperson</i> |
| 11:45 - 12:45 | Lunch |
| 12:45 - 2:00 | Gender Preference Survey Report
<i>Linda Riley</i> |
| 2:00 - 3:00 | Equity by Age Six
<i>Cathy Merdig, President, High Esteem Toy Corporation</i> |
| 3:00 - 3:15 | Break |
| 3:15 - 4:30 | Everything There Is To Know About Male-Female Relationships
<i>Judy Goldsmith, Stevens Point</i> |
| 4:30 - 5:00 | Funded Project Directors Meeting |

Wednesday, March 24, 1993

- | | |
|---------------|--|
| 8:00 - 8:15 | Coffee, Rolls and Networking |
| 8:15 - 8:30 | Announcements and Introduction of Speaker |
| 8:30 - 11:30 | Domestic Abuse and Assault
<i>Nancy Worcester, Senior Outreach Specialist</i>

(A break will be provided) |
| 11:30 - 12:30 | Lunch |
| 12:30 - 2:00 | Domestic Abuse and Assault (continued) |
| 2:00 | Closing |
| | Adjourn |

DPI/UW-Stout Wisconsin Gender Equity Cadre Meeting
March 23 and 24, 1993
Days Inn, Eau Claire

Feedback Form

Please give us feedback on the following sessions and provide comments:

Tuesday, March 23

	No Opinion			Not Helpful			Most Helpful	
1. DPI Update.....	0	1	2	3	4	5		
<i>Barb Schuler</i>					17	6		

Comments:

Was nice to hear what others were doing.

Missed this - freezing rain.

Wasn't here.

Always interesting to hear who is coming and going at DPI.

We need to know and be constantly updated on what is happening at the state level.

Good Perkins audit news.

Not present.

I was late - missed this.

2. UW-Stout Update.....	0	1	2	3	4	5		
<i>Linda Riley</i>					17	9		

Comments:

Thanks for staying on time.

Missed this - freezing rain.

Good info! Good sharing.

Wasn't here.

Good reports - all the issues were well tied together.

Interesting!

Not present.

3. Teaching Students About Equity Issues Through Performance Theatre	0	1	2	3	4	5
Peg Endres		1		2	18	9

Comments:

I wish we had something like this in Wisconsin.

I appreciated the sharing of a technique that could be used effectively with students.

Very sorry I missed this one - I'm involved in Social Action Theater Research with students.

Wasn't here.

It would be nice to have those people come to our district.

Good presentation - I wonder if the adult actors are as believable as "peer age" actors.

Very energetic person, gave me lots of ideas for sharing a new program in my school.

Appreciate her style of presentation and the message she carried!

This should be a sectional at the November Conference for guidance counselors and teachers.

She needed more time to have an effective presentation.

Not present.

Good as an introduction but mostly too short to be useful - hope it will be expanded next time.

Could have gone an hour at least. Would have liked to see more of the video components.

I would have liked enough time to view more of a play.

4. Equity and Aging.....	0	1	2	3	4	5
<i>Cecile Hoffman</i>		1	2	1	12	15

Comments:

Good presenter! Valuable information about an organization with like interests.

Interesting information, but not useful for implementing equity in the school system.

Oh, to have her energy level.

Wasn't here.

I learned a lot about AARP. Cecile's dedication is definitely evident.

Good - we need more info on the aging population.

This could also be a sectional at the November Conference since it again targets a specific audience.

See no relationship to vocational gender equity issues for secondary students.

Excellent stuff - how can we introduce more of these issues in K-12?

Thanks! Helpful and needed information. However, the seniors need not be in competition for US funds with the young.

Very happy to have our fellow members share their expertise!

Great! Thanks!

5. "My Worst Nightmare..." 0 1 2 3 4 5
Linda Riley

Comments:

Interesting, I'd like to share this info with my district.

Every time I hear this I hear new and moving information - good job.

A thorough and top quality research product! I commend you on your commitment to supporting equity research.

Well put together - appreciated the time she took and the care that went into being authentic about the results.

Passed out survey results at time they were talking about it.

Terrific job synthesizing a huge amount of data.

Good information; lot of work! Good job!

I don't like this title ("My Worst Nightmare...") why is it used? Interesting info - would have been helpful to have the report in front of me as the presentation was given.

Would liked to spend more time analyzing data but your insights were helpful.

Are participative districts to receive the results for their students?

Would have helped to have the study in possession while it was being discussed.

- 6. Equity by Age Six.....	0	1	2	3	4	5
Cathy Merdig				2	13	17

Comments:

Valuable strategy for achieving what we set out to do.

Can we help her succeed in this endeavor?

Her doll is still fairly idealic - what about "girl" doll vs. adult doll? I do though understand the motivation. My favorite doll was a Ginny doll - she was a "girl" and had a girl shape - very often I wish Ginny dolls were still around.

Very interesting!

The concept was interesting.

I want a doll! Hopefully will be marketed for mainstream public soon.

An interesting topic! Is she willing to use the profits from the doll to support therapy and research to treat eating disorders?

Perhaps our networking can help her.

Validates that major efforts at high school is a waste of money.

She needs to clean up the exclusionary language in her presentation, such as "have the manpower" "rather than "the stuff." This was really a good idea to have her; I'm motivated to build this in my workshops.

Gives one much to think about on body image.

Very interesting, thoughtful, very enterprising! Could change behavior.

Interesting but I think sometimes we take things to the "extreme." We have Barbies at home and plan to keep them. A positive self esteem still appears to be the foundation to a healthy well rounded child.

Many of us heard her at CHOICES last year. It was neat to hear her, but I would have liked more current info.

Not enough on all toys - should have been tithed. The free to be me doll - wouldn't have felt missed.

7. Everything There is To Know About						
Male-Female Relationships.....	0	1	2	3	4	5
Judy Goldsmith				4	11	16

Comments:

Would have liked more strategies and time. This is so important.

Very interesting.

I have heard her speak before and there was some overlap. She is always enjoyable to listen to.

Enjoyable to listen to.

Would enjoy having Judy do a longer presentation.

Judy is an articulate gracious lady but her topic again was slanted to a female audience.

I love Judy Goldsmith, but I'm always concerned about making generalizations to an entire gender and not dealing with the ramifications of that.

Always interesting; some in sightfulness..not all new thoughts; questions? What is the reality of the thirty year olds? I wonder if it's different or basically the same - it seems to be different for my children and their friends of the age group.

Interesting humor used. "Other" sex vs. "opposite" sex was refreshing.

Interesting but not helpful, really. Very important topic but I wanted to know how I could use the info to market herself as a consultant. I think Judy needs to have more male-female balance.

Very insightful!

Wednesday, March 24

	No Opinion			Not Helpful		Most Helpful	
1. Domestic Abuse and Assault.....	0	1	2	3	4	5	
<i>Nancy Worcester</i>						5	26
Comments:							

Fantastic resource.

I have no opinion at this time - Nancy is a wonderful speaker, it's the topic I can't handle - I must be in denial cause I can't believe the incidents are as frequent as was presented. Very shocked by video used - I would never use this in a classroom (K-12). I'm a peer mediator facilitator and facilitate student assistance groups and I'm not comfortable with this video. I think Nancy should have explained to the audience the content of the video - an "anticipating set" is crucial with any presentation. This was MUCH TOO HEAVY for me - why didn't you "brace" us for the intensity of her presentation?

Very powerful, factual. New awareness for some; my long time interest, initiatives and advocacy. Thanks!

Excellent - very good handouts, presenter.

Makes me want to build this in more directly into my work. Resources are good. Too much information for one day even.

More validation that gender issues need to start earlier than high school. Should tie to Maslow's needs and emphasis that students security needs must be met before students can learn.

Serious work needs to be done on "the male persona" side of this. How do they get this way? How do we interrupt the bad messages...?

Excellent.

Very, very effective. Good use of time. Appreciated her attempts to link to our activities.

This session was just too long! This topic that should be presentation to audience of professionals at the November conference such as "at-risk" teachers, counselors, etc.

Excellent!

Great - gave us lots of "hands on" material to use right away.

Very, very informative - excellent. More needed on how to deal with this issue with male bashing.

I'm still confused as to what to do when laws don't allow for intervention.

Excellent!

Excellent!

Very thorough and in-depth investigation of abuse - extremely helpful and informative.

Very knowledgeable. Glad to have the handouts. It was nice to see supportive resources.

We needed to interact more.

Please rate the following:

	No Opinion		Poor		Excellent	
Workshop Organization.....	0	1	2	3	4-10	5-22
Overall Workshop Content.....	0	1	2	3-3	4-9	5-20
Handouts.....	0	1	2	3	4-5	5-26
Meeting Rooms.....	0	1	2	3-4	4-11	5-17
Meals and Breaks.....	0	1	2	3-4	4-16	5-12

Other Comments, Suggestions, Needs, Requests:

Great that we stayed on time, "handouts" and sessions.

I feel this was a great learning experience. I learned much that can help personally and with others.

I appreciate the work you are doing. Great job! I have several concerns about the future directions. I would like to spend some time talking about that as a group or if you'd like - please give me a call. Donna Coomer

Probably the best, most interesting, and most informative cadre meeting I've attended.

The presenters and material presented were excellent. I see the potential for a series of in-services and workshops in our district for 1993-94. Please continue to encourage the Federal government to let us use Perkins funds on a K-12 basis for equity activities - everything we've heard yesterday and today indicates we have to reach young children. But with current budgets (or lack of!!) in districts, this funding is doubly important to help us continue equity work. Sherri Torkelson

More family things are needed like school/family projects; parent role models; getting parents involved equity issues.

There were some family related issues unmentioned - perhaps to be covered in a future meeting. Particularly I'd suggest convening school-family relationships/parent involvement. Most schools are working diligently for increased parent involvement while totally unaware of related equity issues. (In fact, some school programs are required to seek parent involvement to keep their funding.) As a group, we should explore all the related equity issues.

One of the best cadre meetings yet.

(1) I missed seeing Susan Falude, author of Backlash. I would love it if the cadre could bring her in - she's out of California. (2) I had a very hard time breathing the smoke from the hallway all day that came into the meeting room. I found this in the fall meeting as well. I didn't feel "empowered" to tell the smokers as there were so few folks doing it. (3) I would like to see a theme approach to these meetings. Every speaker would fit within that theme - like in the fall we did sexual harassment - speaker could've been on that topic, then development of materials. This would bring cohesion to our meetings, instead of bits and pieces that may or may not be useful.

Workshop content - Didn't seem to "connect" on a central theme. Everything was good but I had trouble "linking" Day One a.m. and p.m. and Day Two together.

The presenters were all very good. It is one of the best cadre sessions that we have had. I was happy to be asked to review the videos in the Domestic Abuse and Assault Session. Handouts were all very good. Time should be allowed to view complete videos in all cadre sessions. It was nice to have big screen TV.

Again the smoke is annoying, but I don't know what can be done. I liked having the meeting in Eau Claire and in this motel.

Hotel facilities so-so; outside security lock by my room was broken.

Excellent topics - thanks.

We need reflection and reaction time to process how we can integrate X into our work plans. Where does this fit? How can it be linked with our current initiatives. Can we reexamine next fall our mission as a cadre. What is our vision beyond districts developing their written equity plan. Lets reassess where we are and where we need to be in three to five years.

I am personally struggling with how long I can accept the equity cadre meetings to be so slanted to female issues. Example: While I understand that sexual harassment is a serious problem it is one area I can not comfortably handle with educators on students. I also think the cadre network should focus on how to use and build teams, and use teams at the local district level to implement the local equity plans, disseminate information, and design a workable data collection system. I found it difficult as a male to even enter discussion or ask questions on some of those topics.

Excellent variety!

Meals different on the two days would have been nice.

Good two days - Thanks!!

An excellent workshop again!

Provide address and phone number of speakers on the agenda so we can follow up if we want to contact them. Also give us the cost of the speaker. I need to have specific ways, methods, activities to share with schools to implement change.

(1) Good job recruiting relevant and timely presenters. (2) Perhaps some activities during the day could help us process the information in Garmston has some good ideas. (3) Could we integrate some group building activities during the day. Nothing long and involved. There are so many people I barely know and they have so many wonderful resources. I think this would encourage "after hours" relationships more effectively than having activities such as this "after hours." I think people sometimes see this as taking away from their free time or time with "friends", rather than time to build new relationships formed during the course of the group itself. (4) Is there any way we could not go to Cable next year? It is too long for a drive. Eau Claire would be better choice as the people in the northern part of the state wouldn't have to come quite as far south. I really do not want to go to Cable.

Thank You - Drive Safely!

Appendix C

Wisconsin Vocational Equity Leadership Cadre
Meeting #1
September 30 - October 1, 1992

List of Handouts

Introduction

Cover
Acknowledgements
Agenda
List of Handouts
Article - Gender Equity in Vocational Education
Celebrating 20 Years of Title IX - Awards Nomination Form
WCSEE Application
Cadre List
Sense of a Goose
Portrait of an Equity Advocate
Mark Your Calendar
Survey Assessment Information
Resource Input Sheet
List of Equity Resources
Material Request Form
Input Sheet - Cadre Meeting #2
Buddy Bingo
State Conference Brochure
Pre-Test

Women's Ways of Knowing

Mary Belenky's Handouts
Shortchanging Girls, Shortchanging America Summary
The Importance of Being Eleven
In a Different Voice
Table 1 "Relationships of Reciprocity Compared with Relationships of Response" and Table 2 "Conceptions of Self and Morality in Relation to Moral Choice"
Girls' Self-Esteem is Lost on Way to Adolescence, New Study Finds
Girls' Self-Esteem Drops by Teens
When Girls' Self-Esteem Plummets
Study: Girls More Likely to Think They're Fat
Report: Teens Need Help
Survey: Suicide on Girls' Minds

Sexual Harassment Resources

Compiled List of Resources in State

Sexual Harassment Articles

It Happens Here, Too: Sexual Harassment in the Schools
It's Everyone's Problem: Dealing with Sexual Harassment on
Campus - VOICE - Vol. VI, No. 2, November 1990
Title IX Line - Vol. IV, No. 1 Fall, 1983
Harassment in the Halls
Harassment Battleground Now in Schools
Sexual Harassment - Girls Fight Back
Students Are Addressing Sexual Harassment
Three Young Boys Rape 10-Year-Old
Boys Punished for Touching Girls at Schools
Dutch Treat: Let Girls Pay Own Way on Dates

Sexual Harassment Workshops

Planning a Workshop on Sexual Harassment - Format Sheets

Miscellaneous/Other

Calvin and Hobbes Cartoon
Glass Ceiling Cartoon
Military Sexual Harassment Cartoon
WEEA - Beyond Equal Access - Gender Equity in Learning with
Computers, June, 1992
Wellesley College, Center for Research on Women, Research Report,
Vol. XI, No. 2
WEEA - Building a Self - Teenaged Girls and Issues of Self-Esteem
Gender Bias Trips Up Girls From Day 1
The Gender Issue
Future Scars Many Blue-Collar Workers
'Backlash' Hits Twin Cities Business Community
Why Women Slow Income Gain for Men
UW-Madison - A Guide to Bias-Free Communications
Do's and Don't's for Non-Sexist Language
Speaker Guidelines for Non-Sexist Presentations Prepared by ASTD
Women's Network
Put-Downs of Women: The Subtle Messages
Curriculum Intended to Boost Girls' Self-esteem
Sick and Tired - Would You Want to Be Black in America?
Secondary Vocational Education Measures and Standards DPI 1992
State Performance Report Outline
Statewide Equity Presenters Directory
Equity and the Vocational Curriculum
Maps: Taking Europe Off Center Stage
The Choice Initiative
Post-Test

Wisconsin Vocational Equity Leadership Cadre
March 23 and 24, 1993

List of Handouts

Introduction

Cover
Acknowledgement
Agenda
List of Handouts
Evaluation
1993-94 Cadre Meeting Dates
Success
Teen Connection (NEWIST)
Take Our Daughters to Work Day
NCSEE Brochure
Disk Order Blank
T-Shirt Order Blank

Equity and Family

Raising Confident Daughters and Sons
But Can He Cook?
Men as Success Objects
Parent's Beliefs Can Influence Kids' Studies
Number of Single Fathers in U.S. on the Rise
Men Should Share in the Household Chores

Gender Preference Study

"My Worst Nightmare..." Wisconsin Students' Perceptions of Being
the Other Gender

Male/Female Relationships

Women & Men, Can We Get Along? Should We Even Try?
Ending the Battle Between the Sexes

Domestic Violence and Abuse

Working Towards a Violence-Free Society
Family Violence is a Learned Behavior
Effects of Domestic Violence on Children
Battered Women and Abused Children - Interests in Common or
Interests in Conflict: An Overview of the Issues
Teen Dating and Violence
Domestic Abuse
Tragedy Can End if We Help Abusers, Says Director of Counseling
Program
May 11, 1993 Lobby Day Rally

Cartoons, Overheads/Fact Sheets

Kunjufu Theory

Cartoons

"Juggling Family and Career"

Murphy Brown

Dennis the Menace

"Switching Toys"

Fun 'N' Games

Sally Forth

Berry's World

"Men, Women and Mice"

Sexual Harassment - "Congress"

Women Workers: Outlook to 2005

Fact Sheet on Working Women

Money Income, 1991

Guidelines for Analyzing Materials and Activities for Authenticity

1993 International Holidays

Calvin and Hobbes Cartoon

Cultural Competence

Resources

Bibliography

Books that Promote Friendships Between Boys and Girls

Men Resource List

Positive Image Books for Male Roles

"African American Males"

Miscellaneous Articles Etc.

Equal Rites Awards

The Era of Woman

Sexuality and the Classroom: Some Notes Toward a New Pedagogy

Welcome to the Club, Girls

Research: Women Face Gender Bias in Literacy Programs

Just Don't Do This. Okay?

Unlearning Racism

Consciousness-Raising Questions on Anti-Semitism

Color Conscious

'Cool Pose' Nominated for Awards

The Dilemma

The Work Force of the Future - Multi-Ethnic, Multicultural

Teaching Equity - Native Americans

School Challenges Boys More Than Girls

Inventor: Women's Brains Wasted

UW-Whitewater Nurtures Promising Approach to Raise Math
Performance

Corporate Women

Magazine Praises Firms

Closing the Gap - Women in Technology

Women in the Media: With Few Exceptions, Sexist Stereotypes Endure

Down-Syndrome Doll Gets Warm Welcome

Texas Board Voting on Letting Girls Play High School Football

Miscellaneous Articles Etc. (concluded)

Gender Equity Kills Self If It Kills Off Football
School Strips Teen's Crown
Thanne, My Superior
Packet: Single Sex Schools
Creator of Drug For Leukemia to Join Women's Hall of Fame
Study: Moms Who Stay Home Are Among the Most Depressed
Proposal to Teach About Gay Life Rocks Town
A Lousy Sign of the Times
UW Challenged On Health Tapes
Crusader Calls UW Tapes Immoral
Groups Work on Behalf of Women
Women's Rights are 'Seen'

"More" on Sexual Harassment

Schools May Be Ordered to Pay Victims of Sexual Discrimination
Girl, 7, Fights Sexual Harassment on Bus
A Double Standard Alive on Capitol Hill
Sex, Politics and Strange Bedfellows
Women Tell of Hassles in Male-Dominated Jobs
Women Harassed in Male-Dominated Fields
Mother Speaks Out on Date Rape
Study Shows Link Between Traditional Males, Rape

Sexual Harassment Workshops

Listed back

Sexual Harassment Workshops

1. Sexual Harassment: Is This Really An Issue?
2. Sexual Harassment: What School Staff Needs to Know
3. Introductory Workshop on Strategies for Presenting Sexual Harassment in Schools, "Be Aware...Be Fair"
4. Creating a Harassment Free School Environment
5. Sexual Harassment...What Does This Have to do With an Elementary School?
6. Middle School - Junior High School Workshop
7. "Be a Sport"--What You Need to Know About Sexual Harassment
8. Sexual Harassment in the Workplace. A Workshop for Students in School Based Work Programs and Their Employers
9. An Introduction to Sexual Harassment in the Workplace
10. Parent's Place--Sexual Harassment--What You Need to Know

Appendix D



Wisconsin VOCATIONAL EQUITY NEWS

Volume 6, Number 1

Fall, 1992

Welcome

The Wisconsin Vocational Equity News, to be published in the fall and spring of the 1992-93 school year, provides information of interest on equity issues for Wisconsin educators. Submission of articles and reports of equity activities at the local level are encouraged and would be appreciated. Contact: Linda Riley, Editor, Vocational Equity Leadership Project, UW-Stout, 225C Applied Arts Building, Menomonie, WI 54751, (715) 232-1885.

Gender Equity Cadre Begins Sixth Year

The Center for Vocational, Technical and Adult Education has received a grant to provide leadership training to approximately 65 members of the Wisconsin Vocational Equity Leadership Cadre during the 1992-93 school year. Linda Riley will serve as director of this project. The grant is funded by the Wisconsin Department of Public Instruction through the Carl D. Perkins Vocational Education Act.

Sixty-one people attended the first training meeting which was held September 29-October 1, 1992 at Wisconsin Dells. New members explored a variety of issues including the Herstory of Equity, the Wisconsin Model for Achieving Equity in Career and Vocational Education, Teacher-Student Interaction, and equity issues relating to at-risk students, disabled women, and single teen parents. On Wednesday, September 30, Mary Field Belenky, author of *Women's Ways of Knowing* presented a workshop describing the implications of her work for the classroom.

In response to increased requests from local school districts for training in the area of sexual harassment, the remaining time was spent reviewing resources and developing sexual harassment training programs for coaches, parents, school board members, superintendents, principals, K-12 students and staff, and students and employers in school-based work programs. These programs are being

refined and compiled and will be available by the end of the year.

The current UW-Stout project will continue to provide technical assistance to local K-12 districts assessing students and staff utilizing the surveys developed by the Center, and developing and implementing long-range plans designed to achieve goals and objectives developed by the districts based on their assessment results. Other grant objectives include assisting with the Statewide Equity Conference, publishing equity newsletters, developing and maintaining an equity resource center, and collecting and disseminating research and information on equity concerns.

Keep Equity Issues to the Forefront in Tech Prep

As most of the secondary schools and postsecondary Technical Colleges in Wisconsin begin to implement the concept of Technical Preparation, it is critical that no one forgets this is a concept intended to enhance the skills and employment preparation of all our students. Tech Prep is intended to serve the entire cross section of students, and it is imperative that those of us concerned with equity issues do all we can to ensure that that does happen.

Each of us has a responsibility to do whatever is possible to provide equitable opportunities for students at every level of education. We need to be present wherever and whenever decisions regarding student involvement in Tech Prep occur.

Please volunteer to serve on tech prep committees at all levels - local school district, CESA, Technical College and state agency. Do not wait to be asked, because it is all too easy for others to forget about how critical it is for equity to be an integral part of all development efforts. Even though you are very busy, do take the time to become involved.

Once on the tech prep committee, you may find yourself the lone voice asking those inevitable, continual questions:

... continued ...

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkins' Vocational Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, Herbert J. Grover, State Superintendent. Contact person: Linda Riley, Project Director/Editor. Volume 6, Number 1, Fall, 1992. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

- Have you considered all the students who need to be involved?
- Are you providing the necessary support services for students to participate fully in technical preparation?
- Are you offering students adult role models of both genders who reflect the rich cultural diversity of our state?
- Is every attempt being made to ensure that students, staff, and employers are familiar with the impact of sex bias and sex role stereotyping on the selection of potential careers of students? Do all involved actively try to neutralize the impact of those biases and stereotyping?
- What effort has been made to screen curricular materials for bias and stereotyping?
- Do all staff members use sex-fair language in working with students and in presenting classroom information?
- Is the classroom interaction (student to student and teacher to student) one which values all students and which provides comparable interaction time and quality for each student?
- Is the educational employment, and social environment in which students are expected to function one that is open and inviting to all?
- Is every effort being made to involve parents and students in all stages of the process of formulating Tech Prep structures?

As you work with these Tech Prep committees, other questions may come to mind. Be sure to ask them, as many are often simply overlooked during the developmental process. There is too much to lose if we do not ask these hard questions. Our children's futures are at stake!

The Computer Equity Trainers

Through participation in the nationally renowned Computer Equity Expert Project, two hundred educators from every state in the nation and the District of Columbia are ready to deliver workshops and technical assistance to schools and other community and professional organizations interested in increasing girls' involvement with math, science and technology.

Wisconsin trainers are:

Deanna Bisley, Ed. for Employment Coord.
Menominee Indian Jr/Sr High School
P.O. Box 399
Keshena, WI 54135

Eileen Dagen, Gender Equity/Employment Coord.
CESA #1
2930 S. Root River Parkway
West Allis, WI 53227

Juli Garton, Director of Instructional Technology
CESA #1
2930 S. Root River Parkway
West Allis, WI 53227

Barbara Link, District Gender Equity Coord.
Jefferson Elementary School
Brook and Jefferson Street
Beaver Dam, WI 53916

Data are plentiful about the underrepresentation of women in science, mathematics, and technology education and careers. The numbers, while improved in recent years, continue to indicate a drop-off for women as they advance in their education-to-career path. With recent attention to the unsatisfactory performance of American students in these fields and growing concern about national economic competitiveness, the continuing drain of female talent in the sciences, mathematics and engineering is becoming a more visible national problem.

While boys and girls tend to perform equally well in math, science and computers in the early grades, by high school many girls decline advanced course opportunities available to them, such as physics and calculus. In higher education, women's participation in math and science is significantly lower than in most fields. As a result, women are severely under-represented in mathematics and science employment.

In a world relying increasingly on technological skills, trainers can help you give your girls a more promising future. Invite a Computer Equity Trainer to give a workshop at your school or in your district. Ask him or her to speak at a staff development day, conference, PTA meeting, assembly, or career fair. Trainers are eager to share their expertise with you. Fees are individually negotiable.

Update on the Wisconsin CHOICES Initiative

The six regional CHOICES Projects and the Native American Project have received continued funding for another year of community organizing, education and technical assistance to schools and community groups wishing to improve opportunities for girls and young women. CHOICES Projects have several new resources for use in classrooms, community presentations, media releases, and programming for young people, including Sexual Harassment and Teens: A Program for Positive Change, Girls: Delinquency and Juvenile Justice, and Far From Done: Women, Funding & Foundations in Wisconsin. Contact your regional CHOICES Project for information on these and other materials. If you do not know where your CHOICES Project is, call Jennifer Crapol-Hall, CHOICES State Coordinator, (608) 266-2464.

In collaboration with the Wisconsin Women's network and a grant from the Ms. Foundation, CHOICES is also organizing the Young Women's Agenda 2000 Project. Beginning this fall, fourteen girls from around Wisconsin and their adult mentors will participate in several weekend retreats. These retreats will provide information on the status of girls and women in society, teach skills on how to become advocates for change in one's community, and provide a setting to develop a formal document on issues of concern to girls. This "Young Women's Agenda" will be presented publicly at the final retreat in August 1993, and then incorporated into the existing public policy structure of the Network. Contact your regional CHOICES Project for details on this new and exciting initiative.

1992-93 Wisconsin Vocational Gender Equity Cadre Participants

Barbara Schuler
Administrator, Vocational Equity/Teen Single Parent Programs
Bureau for Vocational Education
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9170

Linda Riley, Project Director
Gender Equity Leadership Project
Center for Vocational, Technical & Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751
(715) 232-1885

CESA #1

Eileen Dagen*
Dir. Instructional Prog. for Employment
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
Jim Heiden, Community Trng. Specialist
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
Kathy Eidsmoe, LVEC
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000
Juli Garton, Director, Instructional Tech.
CESA #1
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000

CESA #2

Cindy Vaughn, Equity Project Coord.*
CESA #2
430 East High Street
Milton, WI 53563
(608) 758-6232
Rick Hill, Dane County Transitions Coord.
CESA #2
430 East High Street
Milton, WI 53568
(608) 758-6232
Barb Noll, Special Education Director
CESA #2
430 East High Street
Milton, WI 53568
(608) 758-6232
Jim Schultz, LVEC
Edgerton Schools
200 Elm High Drive
Edgerton, WI 53534
(608) 884-9402
Fred Timm, Coordinator, Special Ed.
Stoughton Schools
211 N. Forrest Street, P.O. Box 189
Stoughton, WI 53589
(608) 873-2673

CESA #3

Cecile Hoffman, Eq. Coord, F/CE & LVEC*
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276

Kathy Marty, JTPA Projects Director
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276
Mark Strobusch, Voc. Ed. Director
CESA #3
1300 Industrial Avenue
Fennimore, WI 53809-9702
(608) 822-3276

CESA #4

Lance Ellmann*
Federal Programs Consult./HGD Coord.
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9370
Judith Aakre, Inst. Comm. Consult.
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9373
Mark Dyar, Director of Exceptional Ed.
CESA #4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9734

CESA #5

Pam Hilleshiem-Setz, Voc. Coord.*
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811
Laurel Hoeth, School Age Parent Coord.
Stevens Point Area Public Schools
1201 North Point Drive
Stevens Point, WI 54481
(715) 345-5651
Linda Ruhland, 7-8 Gr. ED/CD-B Teacher
Adams-Friendship Jr. High School
500 North Pierce, P.O. Box 346
Adams, WI 53910
(608) 339-4064
Joyce Unke, HG & D Projects Director
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811
Kristin Long, Tech Prep Coordinator
CESA #5
626 East Slifer Street, P.O. Box 564
Portage, WI 53901
(608) 742-8811

CESA #6

Nancy Winkler, HG & D Coordinator*
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
Tom Koch, Vocational Equity Coord.
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
Dennis Glaeser, Staff Dev. Coordinator
CESA #6
2300 Ripon Road, P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
Martha Harris, Coord. Multicultural Ed.
Morgan Administration Building
P.O. Box 2019
Appleton, WI 54913
(414) 832-6163
Jeanette Beschta, Guidance Counselor
Houdini Elementary School
2305 W. Capitol Drive
Appleton, WI 54915
(414) 832-4608
Jeannette Gollus
Lincoln Elementary School
1000 N. Mason Street
Appleton, WI 54911
(414) 832-6270
Ellie Olson
8 Spring Meadows Court
Appleton, WI 54914
(414) 731-2998
Judith Ghastin, Teacher
Appleton Area School District
120 East Harris Street
Appleton, WI 54913
Jon McCluskey, EMH Prog. Supp. Teacher
Appleton Area School District
120 East Harris Street
Appleton, WI 54913
(414) 832-6403
John Cain, Director Student Services
West Bend School District
697 S. Fifth Avenue
West Bend, WI 53095
(414) 335-5422
Micki Hoffman, English Instructor
Hartford Union High School
805 Cedar Street
Hartford, WI 53027
(414) 673-8950

*Cadre Chair

CESA #7

Dan Konop*
Dir., School-to-Work Transition Prog.
CESA #7
595 Baeten Road
Green Bay, WI 54304
(414) 492-5960

Chris Rogers, In-Service Coordinator
NEWIST/CESA #7
IS 1110
UW-Green Bay
Green Bay, WI 54311-7001
(414) 492-2678 or 465-2599

Eileen Littig, Director
NEWIST/CESA #7
IS 1110
UW-Green Bay
Green Bay, WI 54311-7001
(414) 465-2599

CESA #8

Nancy Estrem-Fuller*
Gender Equity Project Director
CESA #8
204 East Main Street
Gillett, WI 54124
(414) 855-2114

Judy Knope, Kindergarten Teacher
Jefferson Elementary School
347 Green Bay Avenue
Oconto Falls, WI 54154
(414) 846-4476

Marilyn Greiner, F/CE Teacher
Tigerton High School
P.O. Box 40
Tigerton, WI 54486
(715) 535-2185

CESA #9

Steve Kain, LVEC*
CESA #9
P.O. Box 449
Tomahawk, WI 54487
(715) 453-2141

Carol Gums, F/CE Teacher
D. C. Everest Junior High School
1000 Machmueller Street
Schofield, WI 54476
(715) 359-0511

Bill Kubeny, Elem. School Counselor
North Elementary School
506 Graham
Antigo, WI 54409
(715) 623-3515

Sue Leider, F/CE Instructor
D. C. Everest Junior High School
1000 Machmueller Street
Schofield, WI 54476
(715) 359-0511

Richard Thwaits, Director, Federal
Programs and Auxiliary Services
Merrill Area School District
1111 N. Sales Street
Merrill, WI 54452
(715) 536-9421

Claudette Harring, G/T & Equity Coord.
Longfellow Administration Center
415 Seymour Street
Wausau, WI 54402
(715) 848-2934

CESA #10

John Cavanaugh, Dir. Instruct. Services*
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

Mary Lorberter, Curric. Coord./HG&D Coord
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341, Ext. 88

Linda Cate, Asst. Dir. Instruct. Services
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 232-0341

Gerald Munyon, Voc. Ed. Coordinator
Chippewa Falls School District
1345 Ridgewood Drive
Chippewa Falls, WI 54729
(715) 726-0985

Bruce Sorenson, Principal
Jim Falls Elementary School
Route 1, Box 13E
Jim Falls, WI 54748
(715) 382-4641

CESA #11

Barb Wehman, Project Coordinator*
CESA #11
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711

Donna Coomer, Curric & Staff Dev Coord
CESA #11
P.O. Box 246
Elmwood, WI 54740
(715) 639-4201

Lorraine Davis, Curriculum Coord.
River Falls Public Schools
104 East Locust Street
River Falls, WI 54022
(715) 425-1800

Nancy Graese, Curriculum Coordinator
CESA #11
P.O. Box 246
Elmwood, WI 54740
(715) 639-4201

CESA #12

Dennis Cairns, Vocational Coordinator*
CESA #12
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363

Jim Lee, Children At Risk Coordinator
CESA #12
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363

Virginia Metzdorf, Curriculum Coord.
Hayward Public Schools
P.O. Box 860
Hayward, WI 54843
(715) 634-8373
Beth Kasinski, F/C Instructor
Bayfield High School
Bayfield, WI 54814
(715) 799-5666

Other

Melissa Keyes, Sex Equity Consultant
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9157

Eyvonne Crawford-Gray
Single Parent Education Specialist
WI Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-9368

Jennifer Crapol-Hall, Choices Coord.
Dept. of Health and Social Services
1 West Wilson Street, P.O. Box 7851
Madison, WI 53707
(608) 266-2464

Marta Larson, Field Service Specialist
Programs for Educational Opportunity
University of Michigan
1005 School of Education
Ann Arbor, MI 48109
(313) 763-9910

Richard Schaefer
Arrowhead High School
700 North Avenue
Hartland, WI 53029
(414) 367-3611

Sherri Torkelson, LVEC
Eau Claire Area School District
500 Main Street
Eau Claire, WI 54701
(715) 833-3463

Fred Skebba, LVEC
Rhineland High School
665 Coolidge Avenue
Rhineland, WI 54501
(715) 362-6955

Upcoming Events

<u>Date</u>	<u>Conference</u>	<u>Location</u>	<u>Contact</u>
November			
20-21	Wisconsin Bilingual/ESL Conference "Global Visions, Voices and Ventures"	Concourse Hotel Madison, WI	Freya Neumann/ Carole Hunt/ Tolu Sanabria (608) 267-9235
December			
2	118.13 Workshop	CESA #10 Chippewa Falls, WI	Diane Blomlie (715) 723-0341
4-8	American Vocational Association (AVA) Conference	St. Louis, MO	Linda Stemper (608) 238-9028
10	118.13 Workshop	Sheraton Inn Madison, WI	Melissa Keyes (608) 267-9157
February			
4	CESA #10 "From Stereotyping to Reality..."	CESA #10 Chippewa Falls, WI	Diane Blomlie (715) 723-0341
8-10	At Risk Conference	Sheraton Inn Madison, WI	Vicki Poole (608) 267-9166
9-11	American Indian Studies Program Conference	Holiday Inn Stevens Point, WI	Francis Steindorf (608) 267-2283
March			
3	CESA #6 Promoting Equity in the Schools	Holiday Inn Oshkosh, WI	Dennis Glaeser (414) 233-2372
23-24	Vocational Equity Leadership Cadre Meeting	Days Inn Eau Claire, WI	Linda Riley (715) 232-1885
31, April 1 & 2	Wisconsin Vocational Association (WVA) Conference	Madison, WI	Linda Stemper (608) 238-9028
April			
4-7	Wisconsin Indian Education Association (WIEA)	Holiday Inn Stevens Point, WI	Francis Steindorf (608) 267-2283
22	"Creating a Climate to Prevent Sexual Harassment"	CESA #10 Chippewa Falls, WI	Diane Blomlie (715) 723-0341
May			
4-5	Annual "Choices" Conference	Holiday Inn Stevens Point, WI	Jennifer Crapol-Hall (608) 266-2464

What Is GESA?

The recent release of The AAUW Report: How Schools Shortchange Girls highlighted the ways that students are treated differently in the classroom. There is documented evidence that classroom teachers interact with and respond to boys and girls differently. The types of interactions that occur are often unintended, and once staff members are aware of them, they can take corrective measures.

One specific training available on recognizing the kinds of interactions that do transpire and how to begin to change behavior to eliminate those not desired is GESA. GESA stands for Gender/Ethnic Expectations and Student Achievement. The project has three major objectives.

- GESA teachers will reduce disparity in the frequency distribution pattern of their interactions with students as measured by classroom observations.
- GESA students will achieve significantly higher average gains in reading and mathematics as measured by pre- and post-standardized achievement test scores.
- GESA teachers will increase the use of non-stereotypical interactions, materials and activities.

There are five GESA units. Each unit deals with three strands. The first strand identifies the major areas of classroom disparity. The interaction strand includes specific behaviors teachers use in a positive, supportive and motivational way with students from whom they expect the most, but should apply to all students. The curriculum issues strand helps teachers reduce bias in instructional materials and methods. Each unit requires approximately one month and is facilitated by a trained GESA facilitator.

Several Wisconsin school districts have implemented GESA by offering voluntary GESA training to their teachers. DPI has provided three facilitator training sessions in the past few years; these facilitators have returned to their districts and provided the five month training to teachers on the local and regional district level for credit through universities. For more information, please contact Melissa Keyes (608) 267-9157 or Barbara Schuler (608) 267-9170 at the Department of Public Instruction.

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751

Non Profit Organization
U.S. POSTAGE
PAID
Menomonie, WI
PERMIT NO. 3



Wisconsin VOCATIONAL EQUITY NEWS

Volume 6, Number 2

Spring, 1993

"My Worst Nightmare..."

Boys like being boys and girls like being girls according to a study recently completed by the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. The purpose of the study was to document current gender perceptions of Wisconsin students as well as to compare responses to those reported in a similar study done in Colorado in 1982. The Wisconsin study, which was funded by the Wisconsin Department of Public Instruction, Bureau for Vocational Education, included 3,363 students in grades 4, 6, 8, 10 & 12 in 26 schools who were asked the question, "If you woke up tomorrow and discovered you were the opposite sex, how do you think your life would be different?"

Wisconsin Gender Perception Findings

An analysis of Wisconsin Students' survey responses indicated that, in the ten years since the Colorado research, many gender perceptions of males and females have changed but others have remained the same. The following findings emerged from analysis of students' responses.

- Almost all girls and boys at all grade levels were satisfied with their gender and did not want to change. However, both girls and boys thought boys' lives were easier and more fun, while girls lives needed to be more responsible and serious. Also, girls had to, or do, worry more about everything from appearance, relationships, and pregnancy to world peace.
- Boys and girls usually do not develop friendships with each other and often do not value or respect the strengths traditionally associated with the other gender. They frequently expressed animosity toward the other sex.
- Females and males agree that women are more often the recipients of demeaning treatment and agreed that this included not having your ideas and thoughts taken seriously, respected or listened to by others. They also agreed that women were often treated as sex objects

(Continued on page 2, column 1)

Join Your Equity Colleagues at NCSEE

The 14th Annual Conference of the National Coalition for Sex Equity in Education (NCSEE) will be held August 1-4, 1993 in Ann Arbor, Michigan. The conference will feature keynote presentations by nationally known equity specialists, including Ms. Letty Cottin Pogrebin, Founder of Ms. magazine and nationally known writer. Ms. Pogrebin will address the changing political climate and its impact on educational gender equity issues. Concurrent presentations will also feature national and local presenters including several from Wisconsin.

In your free time, you can enjoy a stroll across campus, utilize the campus athletic facilities, view an exhibit in one of the many fascinating museums or art galleries, or visit some of the many excellent restaurants.

For more information contact: Marta Larson, Field Specialist, PEO, University of Michigan, 1005 School of Education, Ann Arbor, MI 48109-1259. (313) 763-9910.

CHOICES and the YOUNG WOMEN'S AGENDA 2000 PROJECT

The Choices initiative and the Education Fund of the Wisconsin Women's Network have joined forces to develop a unique leadership opportunity for several girls around the state. The "Young Women's Agenda 2000 Project" is funded by a grant from the Ms. Foundation to the Women's Network. Through leadership retreats adolescent girls and their adult mentors are developing a formal agenda of issues they find critical to the well-being of young women. The project also aims to develop leadership skills among the twelve teens involved.

The girls and their mentors, recruited through CHOICES Projects, have met as a group twice to date, in Eau Claire and Green Lake. The teens have designed a survey they will distribute to peers in an effort to involve as many young women as possible in developing the agenda. This survey and the girls' own research on issues will be the basis for the

(Continued on page 2, column 2)

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkin's Vocational and Applied Technology Act of 1990 grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction. Contact person: Linda Riley, Project Director/Editor. Volume 6, Number 2, Spring, 1993. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

("My Worst Nightmare..." continued from page 1)

- and the victims of physical abuse and sexual assault resulting in more fear and less freedom for women.
- Grade school children were very rigid in their perceptions of appropriateness of games, toys and activities. They did not explore alternatives, but chose only those typical or traditional to their gender, possibly resulting in limited opportunities to develop a variety of skills and abilities. This perception of gender appropriate activities was not as evident at the high school level.
 - Both girls and boys agreed that the opportunity to be able to freely participate in sports, both on the playground and on school and community teams, was the major advantage of being male. Students, particularly at the grade school level, indicated that playground activities (football, softball, kickball etc.) excluded girls and that few alternatives existed with the exception of jump rope.
 - Students do not believe they are being taught only those skills consistent with traditional sex roles or that they exclude themselves from courses that develop the interests and talents that are valuable to both sexes. However, 1991 Secondary Vocational Education Enrollments (Wisconsin Department of Public Instruction, Bureau for Vocational Education) would indicate that there is still traditional enrollment in many elective vocational courses and programs.
 - The majority of students did not recognize or perceive differential treatment of boys and girls in the classroom. Responses from some individual classrooms within a school were highly rigid and stereotyped; indicating some teachers may be unconsciously teaching and reinforcing stereotypes. This may indicate that there is a need for increased awareness of both teachers and students regarding sex bias and sex role stereotyping, both subtle and overt, in the educational setting.
 - Females and males believe the primary responsibility for home and child care is the domain of women and the primary responsibility of providing for the family is the domain of men even though both will be involved in work inside and outside the home.
 - Both males and females believe women will work outside the home. Boys and girls recognize they have many career choices, although they see women as more likely to face pay and job discrimination and to more often be the victim of sexual harassment in the work place.

For more information, or a copy of the study, please contact: Linda Riley, University of Wisconsin-Stout (715) 232-1885; or Barbara Schuler, Wisconsin Department of Public Instruction, (608) 267-9170.

Climbing the Ropes to Self-Esteem

A Career Challenge workshop, based on the Adventure Based Counseling model was conducted by Lorayne Baldus, VTAE Staff Development Project Director the week of December 7-11, 1992. Sandra McGarraugh, New Ventures Coordinator of the School Support Services in Latham, New York, was the trainer. The week was so successful that additional training for past participants and fourteen new VTAE staff will be conducted in Lake Geneva, May 17-21, 1993. This highly effective

program, based on a combination of experiential learning, outdoor education, and group counseling techniques, will be incorporated into current activities in Single Parent, Displaced Homemaker and Sex Equity grants at the VTAE colleges.

The Career Challenge model is currently being piloted by selected programs in New York State. The six programs in New York currently using the Career Challenge model have found the activities, particularly the intensive workshop, to be uniquely critical to their clients' success. Three other programs have adapted the model as part of a JTPA sponsored nontraditional training curriculum for re-entry women.

The Career Challenge activities consist of (1) the Individual Interview; (2) the week-long Intensive Workshop; (3) the four weeks of Readiness and Self-Development; and the (4) Transition Group session. The main focus of the training in Lake Geneva is the Intensive Workshop. Participants experience the development of group support, examine individual styles of risk-taking, set group and individual goals, and complete a series of individual and group challenges. These experiences introduce participants to the effect of such a workshop on clients, and the discussions prepare them for their roles as facilitators. The culminating event on the fourth day is a ropes course with low and high elements. The group in December mastered the elements during a 3 foot snowfall! Some elements were too slippery, but all participants, ranging in age from 27-59, mastered the Zip-Line. This consisted of climbing 30' into a tree on a ladder that ended 3-4' below a platform, climbing the tree, standing on steps on a small platform for change of ropes, and the free-fall down the zip-line to a padded tree and finally, down a small ladder to the snowy ground. All experiences during the week prepared participants for team work, trust, and individual goal-setting with risk-taking.

This training is useful in nontraditional re-entry programs. Research is showing that in spite of the enthusiasm for career exploration activities and genuine interest in the technical fields, most women are unwilling to make the commitment to a career in any of the "male-intensive" occupations. They prefer the safety and comfort of traditionally female jobs and are often willing to pass up higher salaries, benefits, and career ladders. Many have experienced cycles of failure and lack the self-confidence needed to take on such a challenge. Programs that attempt to prepare women for the educational and employment settings they will encounter need to offer extensive opportunities for self-esteem and confidence building. Experiences in goal setting and risk taking which lead to meeting individual challenges need to be included, as well as practice in learning new problem-solving skills. Career Challenge is a model that builds on the premise of improving self-concept with an emphasis on preparation for new challenges in careers.

("CHOICES continued from page 1)

final agenda, to be presented to the Wisconsin Women's Council and legislators in the fall. The girls are also involved in activities at the local level.

Kelli Dwyer, a teen from Elk Mound, stated, "as a young woman, and a leader of tomorrow, I need to know that my voice makes an impact, and that is what the Young Women's Agenda 2000 has helped give me—a voice."

The project is currently looking for a site to hold the next retreat on the weekend of July 16-18. If you know of a suitable location that provides lodging, meals and meeting space at low or no cost, please contact Charlotte Anderson, Project Coordinator, (608) 255-9809, or Jennifer Crapol-Hall, (608) 266-2464 as soon as possible.

(This is an edited version of an article by Charlotte Anderson for The Stateswoman submitted by Jennifer Crapol-Hall.)

Middle School Voices

Ask middle school students what's the best thing about being a girl and they're likely to draw a blank. Ask what's best about being a boy and they'll probably say, "Not being a girl." From the very first class Mee went to with her study, she noticed that boys were much more eager than girls to talk about the advantages of their gender. That holds true whether you ask a boy or girl, says Cynthia Mee, an assistant professor of education at UW-Platteville. It's a result Mee took no pleasure in finding when she posed 53 open-ended questions to 2,000 middle school students in Wisconsin, Illinois, Florida, California and New York City.

Mee found gender differences in all four grades she studied, but they were more acutely expressed by the older adolescents. Mee's research did not identify where girls and boys picked up their starkly different attitudes about gender. She blames mass media and society at large, noting there was no substantial difference in attitudes between adolescents on the coasts and those in the Midwest. Mee's findings, which are in the process of being published, amplify the results of the Association of American University Women's 1991 study, "Shortchanging Girls, Shortchanging America."

Office of Civil Rights Monitoring in Vocational Education Summary 1991-92 Wisconsin Findings

Background

On March 21, 1979, the Office of Civil Rights, U.S. Department of Health, Education and Welfare issued final Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in vocational education programs. Since the Guidelines are actually federal regulations, states are to review their own practices for discrimination in establishment of criteria—or formulas for distribution of funds, admission requirements, approval of actions by LEAs and in the conduct of any state-run programs. In addition, states must implement a compliance review program to prevent, identify and remedy discrimination in vocational education programs. This review process includes completing a desk audit of 20% of LEA's receiving federal vocational funding and conducting on-site review of 25% of the districts selected for the desk audit.

WDPI Implementation

Effective July 1, 1991, responsibility for implementing the OCR Compliance Review Program was transferred to the Bureau for Vocational Education from the Bureau for Exceptional Children. Beginning with the 1991-92 school year, staff within the Bureau for Vocational Education were assigned various tasks to complete this activity. Once the LEA's to be included

in the FY92 desk audit phase were identified, data was collected and analyzed, and nineteen LEA's were selected for On-site Reviews. Teams of two staff then conducted the on-Site Review during a one-day visit. During the visit, numerous interviews were conducted with administrators, counselors, teachers, school board members, students, etc. A tour was made of the physical plant and a review of documentation of compliance policies, procedures, forms, etc., was completed. At the visit's end, an exit interview was held with administrative staff to discuss the basic findings.

Summary of Findings

There are 28 separate criteria identified for review during the On-Site Visit. Non-compliance findings were documented for seven criteria in 74% (fourteen of nineteen) of the schools visited. Of the schools visited, 26% (five of nineteen), were found to be in full compliance. The following chart lists the criteria where non-compliance was found, as well as the number of separate citations for each. They are listed in descending order of incidence.

<u>Guideline Criteria</u>	<u># of Findings</u>
Public Notification of Vocational Education Opportunities and Pupil Nondiscrimination	10
Equal Access for Handicapped Students	7
General Employment Practices	5
Student Financial Assistance	5
Stereotyping Promotional Activities	3
Eligibility of National Origin Minority Person with Limited English Language Skills	2
Responsibilities in Cooperative Vocational Education Programs, Work-Study Programs and Job Placement Programs	1
TOTAL # OF FINDINGS	33

Conclusions:

It is important to relate some of the very positive things revealed as a result of this activity. Consider the following observations:

- Several school districts are doing an outstanding job of providing adaptive facilities and/or equipment to multi-handicapped students.
- Districts which had re-examined and updated their vocational education curriculum and instruction practices were experiencing increases in nontraditional enrollments in their classes.
- Districts were usually quite aware of the problem areas they had and looked to the OCR Review as a formal way to deal with them.
- Districts utilizing the 118.13 Pupil Nondiscrimination Guidelines were in excellent shape for the On-Site Documentation Review.
- Cultural diversity is definitely hitting Wisconsin. Of the 76 districts selected for the Desk Audit, only 3 had all-white student bodies.

For additional information contact Bob Enghagen, Wisconsin Department of Public Instruction, Bureau for Vocational Education at (608) 267-2275.)

Have A Great Summer!

Upcoming Events

<u>Date</u>	<u>Event</u>	<u>Location/Contact</u>
1993		
June 18 - 19	1993 AAUW Convention Gender Issues in the Classroom and on the Campus: Focus on the 21st Century	Park Inn Minneapolis, MN For more info call AAUW HELPLINE: 1-800-821-4364
August 1 - 4	14th Annual Conference of the National Coalition for Sex Equity in Education (NCSEE)	University of Michigan Ann Arbor, MI Contact: Marta Larson, (313) 763-9910
August 2 - 4	WASVA/DPI/WVA Summer Conference	Holiday Inn Stevens Point, WI
September 28 - 30	Vocational Equity Leadership Cadre Meeting	Lakewoods Resort Cable, WI Contact: Linda Riley, (715) 232-1885
September 30 - October 2	Race, Ethnicity and Nationalism at the End of the 20th Century	For more information Contact: UW-Milwaukee Institute of World Affairs
November 15 - 17	Wisconsin Statewide Equity Conference	Holiday Inn Stevens Point, WI Contact: Deanna Applehans UW-Stout, Office of Continuing Education/ Extension and Summer Session (715) 232-2693 or 1-800-45-STOUT
1994		
March 8 - 9	Vocational Equity Leadership Cadre Meeting	Best Western Royale Stevens Point, WI Contact: Linda Riley, (715) 232-1885

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751

Non Profit Organization
U.S. POSTAGE
PAID
Menomonie, WI
PERMIT NO. 3

Appendix E

**Wisconsin Model for Sex Equity
in Career and Vocational Education**

**Composite Report
Wisconsin Equity Surveys**

1989-1992

April, 1993

Wisconsin Model for Sex Equity in Career and Vocational Education

Composite Report Wisconsin Equity Surveys

1989-1992

Compiled by:

**Linda L. Riley, Director
Wisconsin Vocational Equity Leadership Project
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751
(715) 232-1885**

April, 1993

**This project was funded under a grant from the Bureau for Vocational Education,
Wisconsin Department of Public Instruction, through the Carl D. Perkins
Vocational and Applied Technology Act of 1990.**

**The University of Wisconsin-Stout does not discriminate on the basis of race,
sex, age, religion, handicap or national origin.**

List of Tables in Report*

Table		Page
1	Survey Participants - Staff.....	1
2	Survey Participants - Students.....	2
<u>Administration</u>		
3	As a Total Group, Administrators Report Doing the MOST in.....	3
4	As a Total Group, Administrators Report Doing the LEAST in	4
5	AGREED WITH STATEMENT: "Assist Staff in Providing a Bias-Free Environment for Students".....	4
6	AGREED WITH STATEMENT: "Design the Master Class Schedule to Encourage Sex Fair Enrollment Patterns"	5
7	AGREED WITH STATEMENT: "Ensure Equal Employment Opportunity is Practiced in Employment Interviews"	5
8	AGREED WITH STATEMENT: "Ensure Equal Employment Opportunity is Practiced in Opportunities for Advancement"	6
9	AGREED WITH STATEMENT: "Monitor Class Enrollment Trends, Paying Particular Attention to Any Class or Program Enrolling More Than 75% of One Sex"	6
10	AGREED WITH STATEMENT: "Promote the Idea of Equity and Educational Excellence to Parents and Community Members Through Advisory Committees, Task Forces, Newsletters, Etc."..	7
<u>Counselors</u>		
11	Items Guidance Counselors Most Often Reported: "HAS BEEN DONE"	9
12	Items Guidance Counselors Reported: "NOT DONE" or "IN PLANNING STAGE"	9
<u>Teachers</u>		
13	Items Staff Most Often Reported: "HAS BEEN DONE"	10
14	Items Staff Most Often Reported: "HAS NOT BEEN DONE"	11
15	Teachers AGREED that they: "Use Materials That Show the Changing Roles of Men and Women, Both in the Workplace and in the Family"	11
16	Teachers AGREED that they: "Design Course Information Materials, Such as Brochures, Course Descriptions and Handouts, to Encourage Both Females and Males to Enroll"	12

Table		Page
<u>Student</u>		
17	"I Feel Good About Myself"	13
18	2nd - 4th Graders: "I Feel I am a Leader in My Class"	15
19	5th - 7th Graders: "It is Important that Girls Learn to be Leaders"	15
20	5th - 7th Graders: "It is Important that Boys Learn to be Leaders"	15
21	"I Plan to Have a Job/Career"	17
22	"I Plan to Have a Career and a Family"	17
23	"My Parents Would Support Me In Whatever Career I Choose" ..	18
24	Middle School Students: "I Would Like to Find Out More About Possible Careers"	18
25	5th - 7th Graders: "The Amount of Money I Will Make is Important When Thinking About My Career"	19
26	8th Graders: "Making Plans for High School Classes Based On:" ..	20
27	Middle School Students: "Would Seek Help in Career Planning:" ..	20
28	Students AGREED: "Women Work Because They Need the Money /or Out of Economic Need"	21
29	Students AGREED: "Men Work Because They Need the Money/or Out of Economic Need"	21
30	Students AGREED: "On Average, Women Make 65 Cents For Every Dollar Men Make"	22
31	Students AGREED: "Ninety Percent of Women Work For Pay Most of Their Lives"	22
32	Students AGREED: "The Average Women Will Work Outside the Home Between 20-40 Years In Her Lifetime"	23
33	Elementary Students AGREED: "Girls Can Do Any Job Boys Can Do"	24
34	Elementary Students AGREED: "Boys Can Do Any Job Girls Can Do"	24
35	Middle School Students AGREED: "It Would Be OK With Me If A Woman Was An Auto Mechanic"	25
36	Middle School Students AGREED: "It Would Be OK With Me If a Man Was A Nurse"	25
37	High School Students AGREED: "I Would Support A Woman's Choice To Become A Carpenter"	26
38	High School Students AGREED: "I Would Support A Man's Choice To Become a Nurse"	26

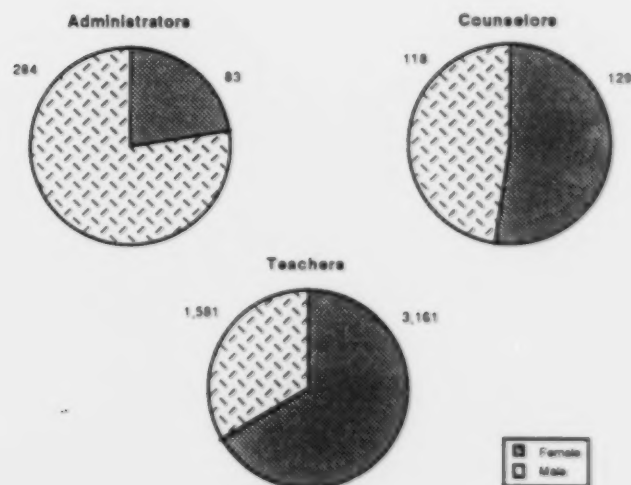
*These tables are also included in the Appendix in an enlarged format.

INTRODUCTION

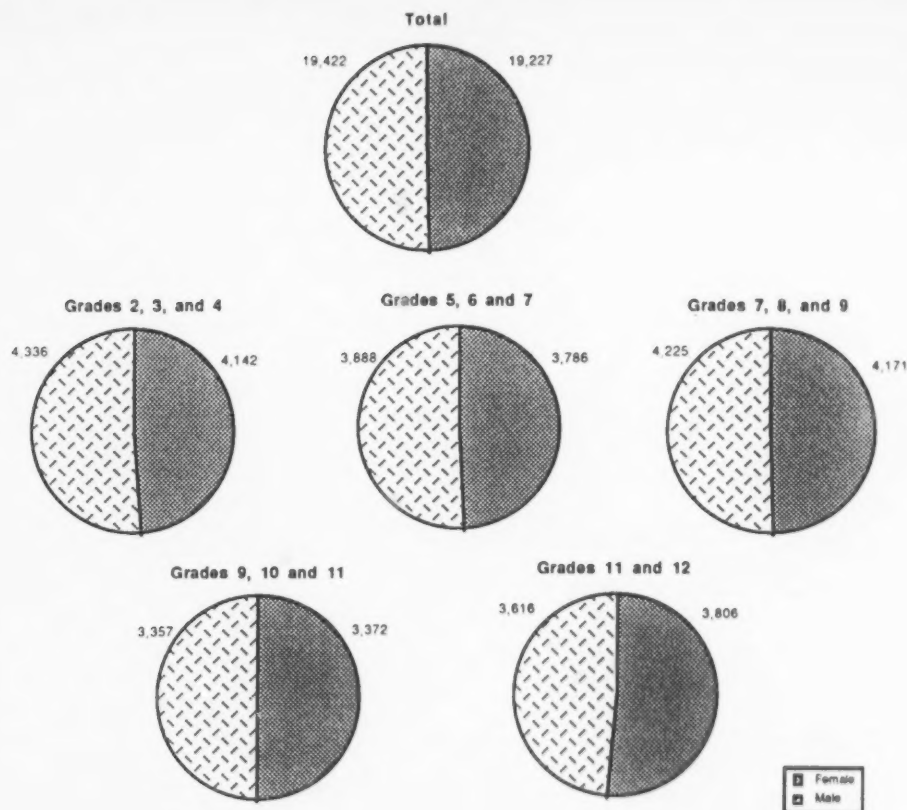
The Wisconsin Model for Sex Equity in Career and Vocational Education (1990) presents a comprehensive plan to school district administrators and staff for planning and implementing sex equity programs at the local level to assure fairness and opportunity for all students in Wisconsin schools. The model is divided into five phases: (1) Building Commitment and Direction, (2) Assessment, (3) Planning, (4) Implementation, and (5) Evaluation.

This report summarizes the data collected in the State of Wisconsin from 1989 - 1992 from 72 schools working in the Assessment Phase and using the assessment instruments included in the Model. It describes the responses of 367 administrators, 247 Counselors, and 4,742 teachers, and 38,699 students as shown below.

Survey Participants - Staff



Survey Participants - Students



The purpose of the report is to give an overview of the status of equity in Wisconsin as well as to serve as a basis for local districts wishing to compare their findings with the statewide composite results. However, please be aware that, in many cases, individual district results varied substantially from statewide composite results. Be cautious in assuming statewide results would accurately reflect the status of equity in any individual district.

The appendix contains a series of overhead transparency masters depicting some of the data from the three year composite report. This information can be used in training with groups at the local or CESA level.

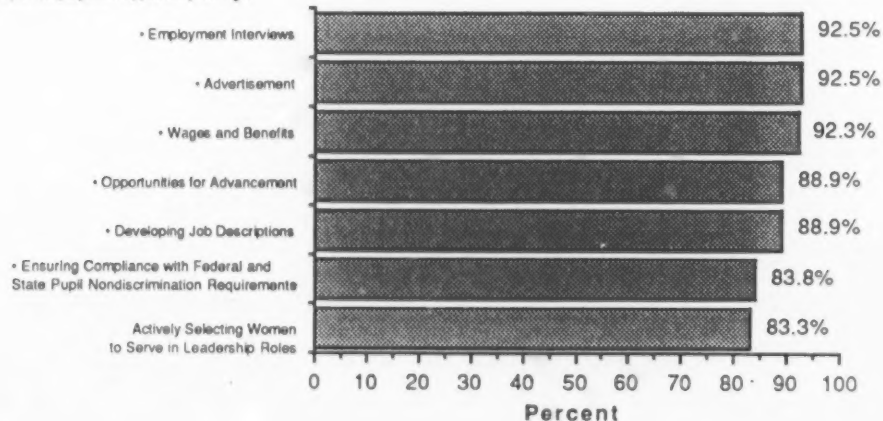
ADMINISTRATOR SURVEY RESPONSES

The administrator survey was developed to be used by superintendents, principals, and others involved in the management of the school. It includes questions regarding policy development, leadership for staff, inservice, enrollments, monitoring enrollments, scheduling, and community awareness, and helps examine how equity in education looks from an administrator's perspective. All of the areas assessed identify actions that administrators can take to work toward building an equitable school climate.

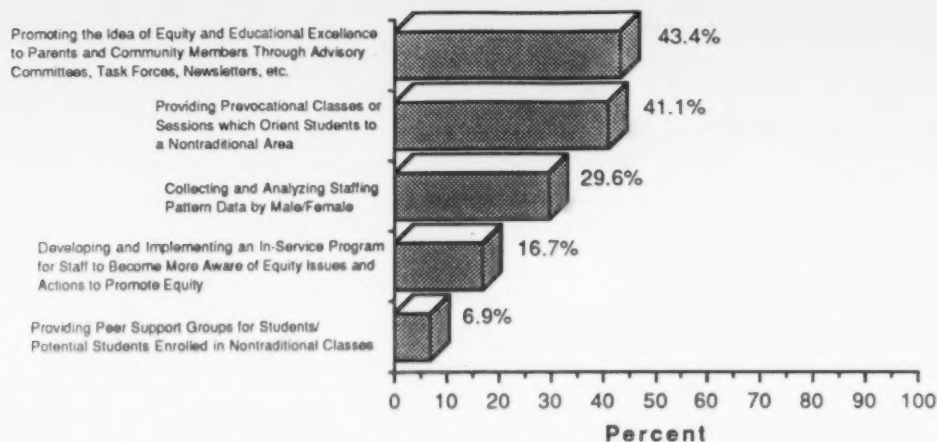
Male administrators perceived their district was doing more on every item statement than female administrators.

As a Total Group, Administrators Report Doing the MOST in:

Ensuring Equal Employment Opportunity through:



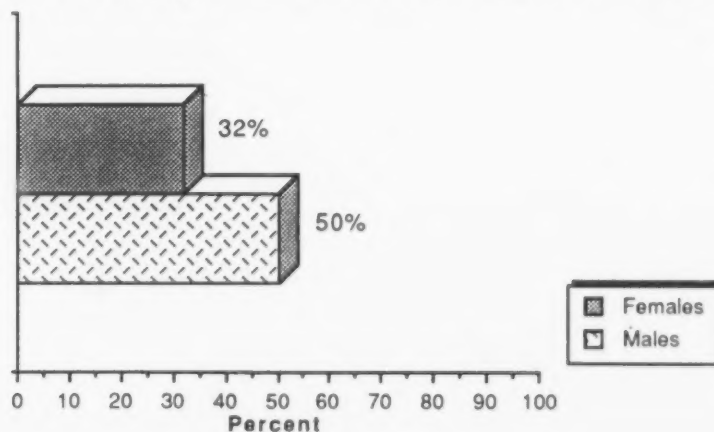
As a Total Group, Administrators Report Doing the LEAST in:



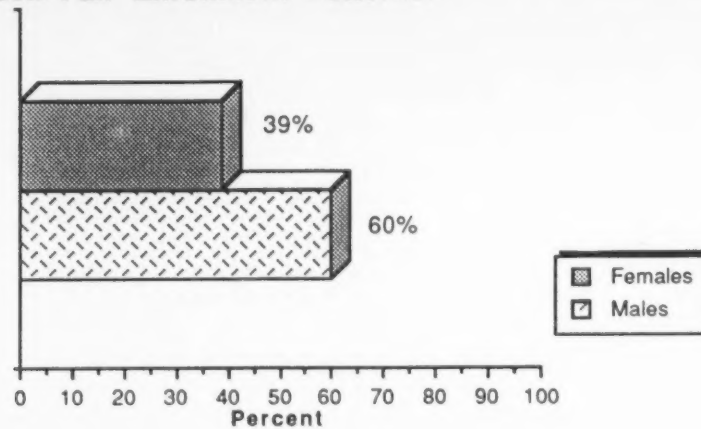
However, fairly substantial differences between male and female responses occurred in at least six item statements as described in the following graphs.

AGREED with Statement:

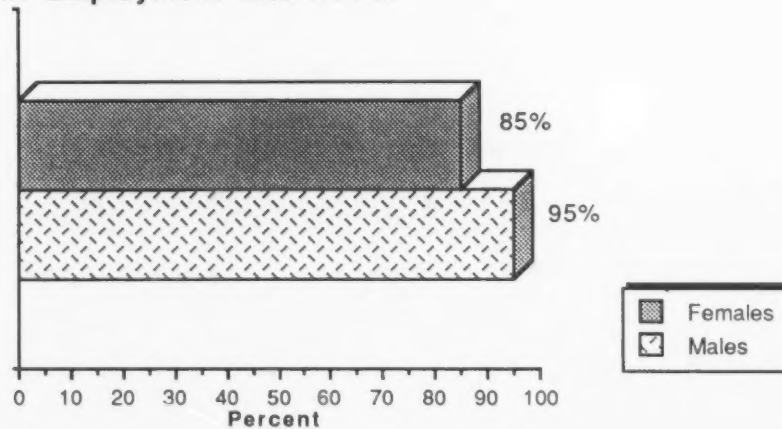
"Assist Staff in Providing a Bias-Free Environment for Students."



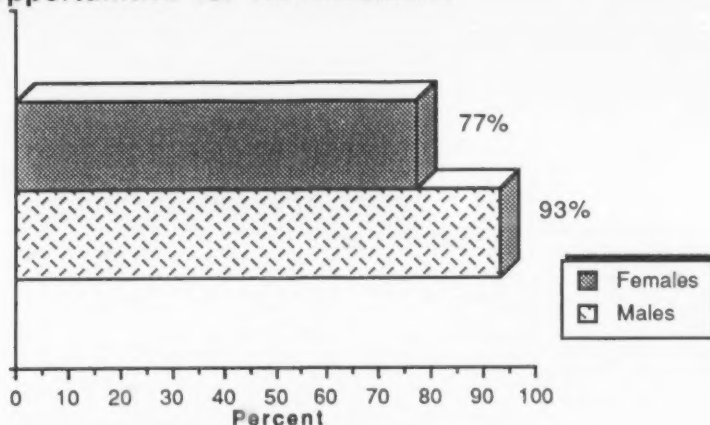
AGREED with Statement:
"Design the Master Class Schedule to Encourage
Sex Fair Enrollment Patterns."



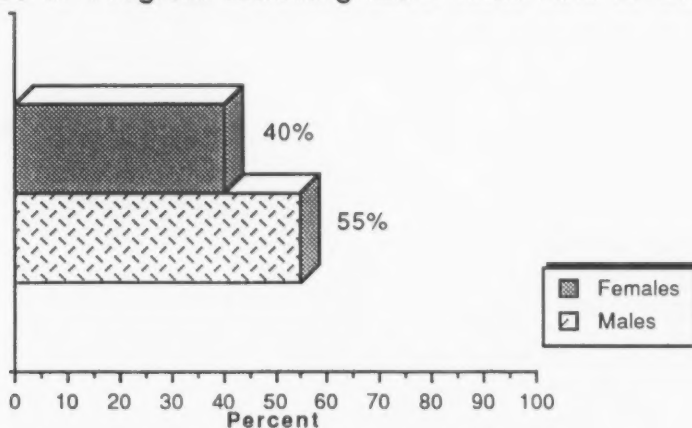
AGREED with Statement:
"Ensure Equal Employment Opportunity is Practiced
in Employment Interviews."



AGREED with Statement:
"Ensure Equal Employment Opportunity is Practiced
in Opportunities for Advancement."

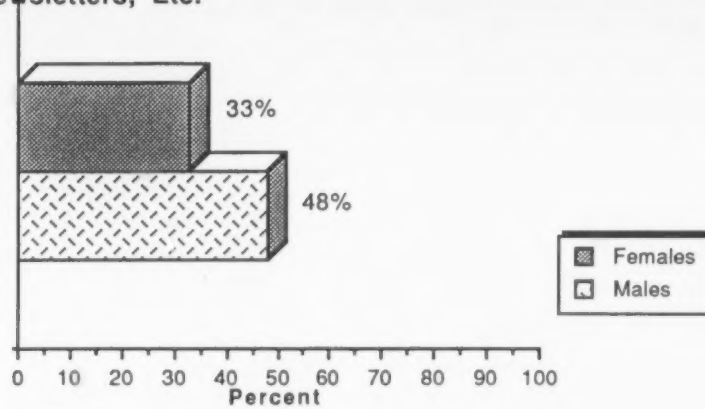


AGREED with Statement:
"Monitor Class Enrollment Trends, Paying Particular Attention
to Any Class or Program Enrolling More Than 75% of One Sex."



AGREED with Statement:

"Promote the Idea of Equity and Educational Excellence to Parents and Community Members Through Advisory Committees, Task Forces, Newsletters, Etc."



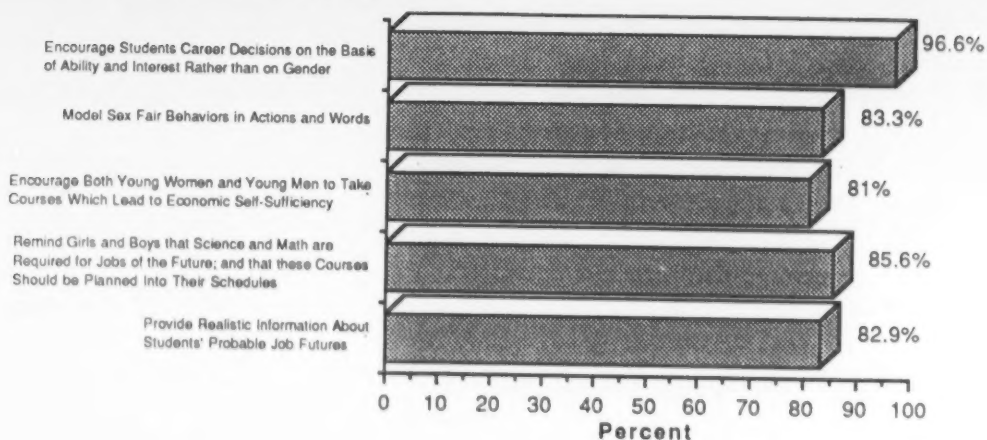
COUNSELOR SURVEY RESPONSES

Counselor survey item statements were developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. Sex equity is an important developmental guidance issue. This survey looks at career exploration, enrollment patterns, recruitment and retention of students, counseling materials, tests and resources, and the role of the counselor as an equity advocate.

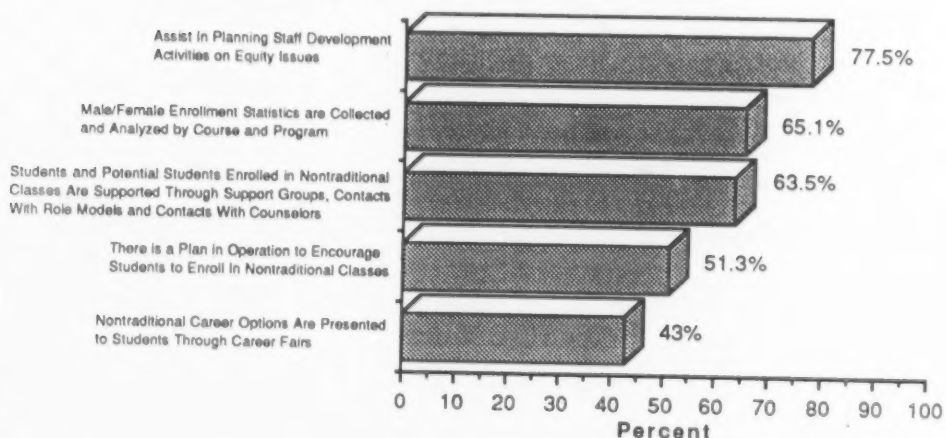
Generally, responses by male and female guidance counselors were similar. However, male counselors reported they were doing more in the following areas: (1) Discussing job salaries as they relate to career interest, (2) Providing nontraditional role models as speakers in classrooms and at career fairs, and (3) providing nontraditional career options at pre-registration session with students. Females, more often than males, reported they modeled sex fair behavior in actions and words, and conveyed to others the importance of equality and the appropriateness of a wide range of roles and interests for both sexes. Additionally, 76.6% of females reported Developmental Guidance was being implemented in their districts compared to 64.4% of males.

The following charts describe what counselors reported had been done most often and least often in their districts.

Items Guidance Counselors Most Often Reported: "HAS BEEN DONE"



Items Guidance Counselors Reported: "NOT DONE" or "IN PLANNING STAGE"



Only 50% of counselors reported that they discussed salaries as they relate to career choices or that there are substantial wage differences by job area. Additionally, only 62.2% reported that they publicized current information about work force trends to point out the importance of exploring many career options.

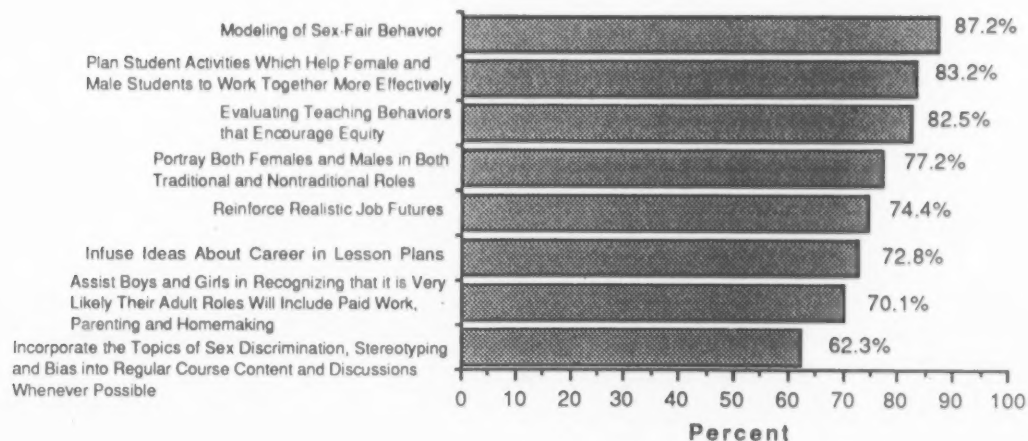
TEACHING STAFF SURVEY RESULTS

When planning for equity in the classroom, teachers must address many areas including the physical environment, the curriculum, language usage, behavior management and teacher/student interactions and attention. The teaching staff surveys were designed to help teachers assess some of these areas and included actions a teacher could take to assure fairness and opportunity in the classroom.

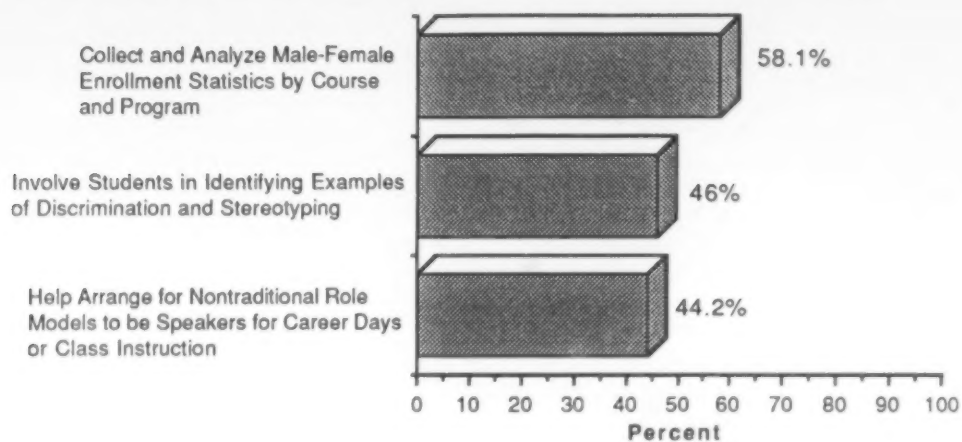
Four thousand seven hundred and forty-two teachers participated in the study between 1989 and 1992. This included 1,581 males and 3,161 females of which 46.2 percent were elementary teachers (K-6), 19.5 percent were Junior High teachers (7-8), 34.7 percent were senior high teachers (9-12), and 5.7 percent identified themselves as specialists. The majority of teachers identified themselves as general education teachers.

Male and female responses were similar on almost all questions with the exception of statements #6 and #8 respectively, as shown below:

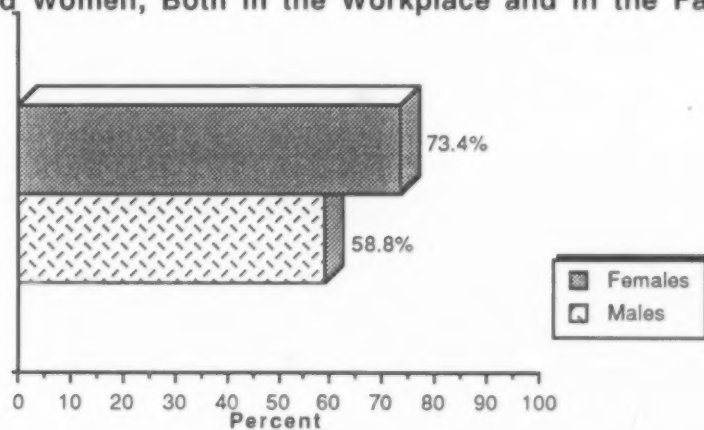
Items Staff Most Often Reported: "HAS BEEN DONE"



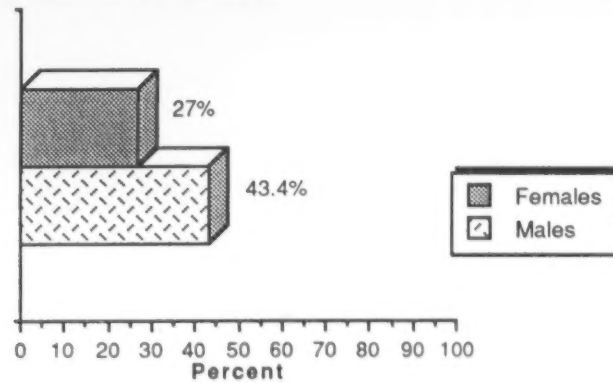
Items Staff Most Often Reported: "HAS NOT BEEN DONE"



**Teachers AGREED that they:
"Use Materials That Show the Changing Roles of Men and Women, Both in the Workplace and in the Family."**



Teachers AGREED that they:
"Design Course Information Materials, such as Brochures,
Course Descriptions and Handouts, to Encourage Both
Females and Males to Enroll."

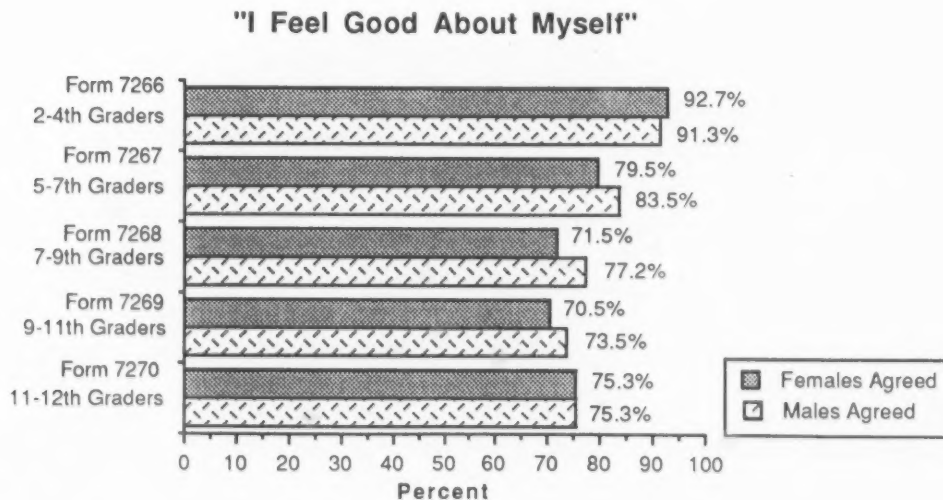


STUDENT SURVEY RESPONSES

Student surveys were designed to measure knowledge and skills related to equity. The responses reflect the students' perceptions in four areas--school, work, family and self-awareness.

Several questions in the student surveys were categorized under the heading of Self-Awareness based on the belief that sex-role stereotyping produces negative outcomes and that self-esteem is directly related to confidence. Neutralizing stereotypes and building self-esteem enables students to maximize educational opportunities, increase career options, and plan and prepare for future family and work roles.

Survey results indicated that although 91.5 % of students in elementary school agreed with the statement "I Feel Good About Myself", by the twelfth grade, only 75.3 percent of both boys and girls agreed with the statement. In middle school and early high school girls, less often than boys, agreed with this statement as reflected in the chart below.



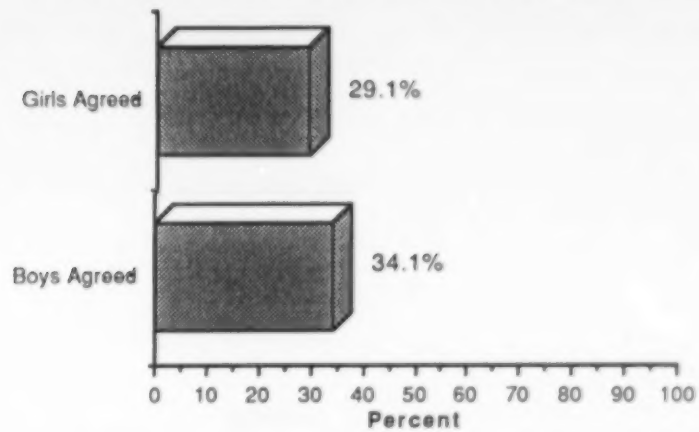
Although a majority of students (girls slightly more often than boys) positively responded to most of the statements designed to measure self-esteem, some questions showed a different pattern of response. Girls generally felt more positive about their ability to "be whatever I want to be," and "try and enjoy new things," while boys more often thought they "were good decision makers" and were "good at many things."

Girls and boys like school, think school is important and feel encouraged to do well by their teachers. Girls feel slightly more encouraged than boys to do well in school, and girls also report that it is more important to them to do well in school. However, boys see themselves as more successful in school.

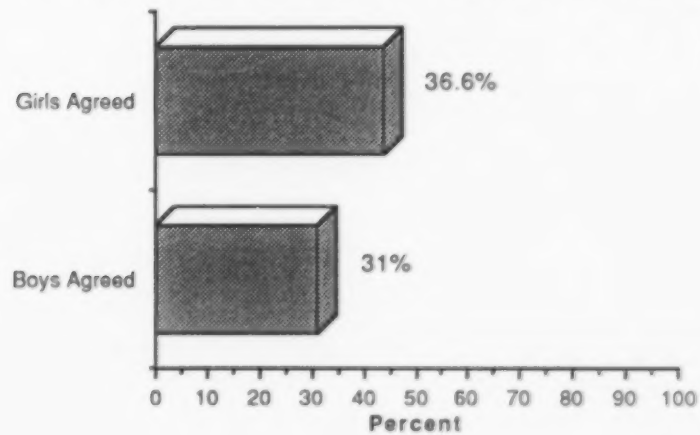
Most boys and girls perceive that the classroom experience is different for boys and girls. Less than 50% of students (girls slightly more often than boys) agreed with the statement, "Generally, teachers treat boys and girls the same." More often, about 65% of the time, students thought teachers expected the same things/achievement from both boys and girls. One-third of students thought there were clearly "boys' classes" and "girls' classes" in their schools.

Girls and boys disagreed in their responses to a number of questions regarding the ability of both genders to do a variety of work, and the importance of developing leadership skills for both boys and girls. The charts below describe the responses of elementary school children to their perceptions of themselves as leaders, and the responses of middle school students to leadership training.

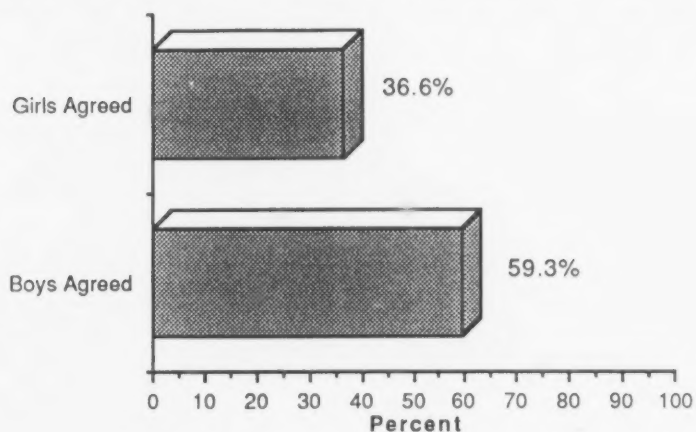
2nd - 4th Graders:
"I Feel I am a Leader in My Class."



5th - 7th Graders:
"It is Important that Girls Learn to be Leaders."



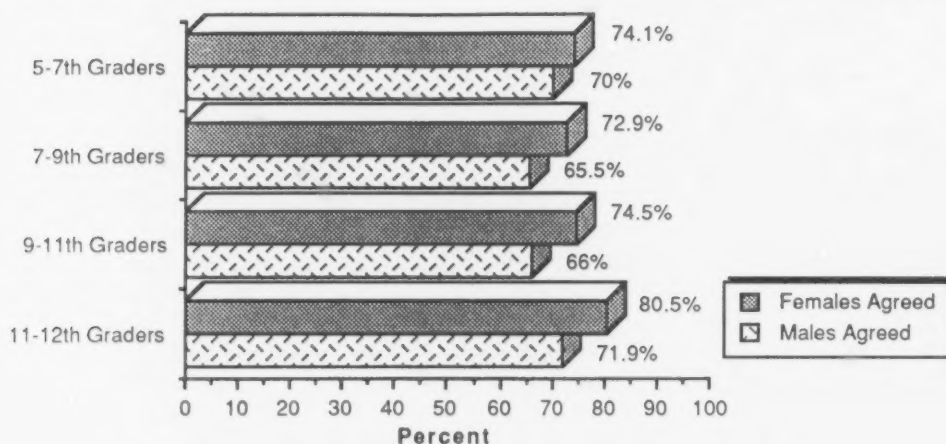
5th - 7th Graders:
"It is Important that Boys Learn to be Leaders."



Students at all levels are interested in, and desire knowledge about, the world of work. Generally they feel supported by their parents to think about and plan for careers and work. At the elementary level, 72% of children reported that their grandmother works, or has worked, at a paying job, and 80% believe when they grow up both husband and wife will need to work to pay the bills. In middle school, more girls than boys believe that in most families both parents work at jobs outside the home, and 70% of all students agreed with the statement, "In our family, males and females share work at home."

At the middle school and high school level, more girls thought they would have careers, and later both careers and families, as described in the following graphs.

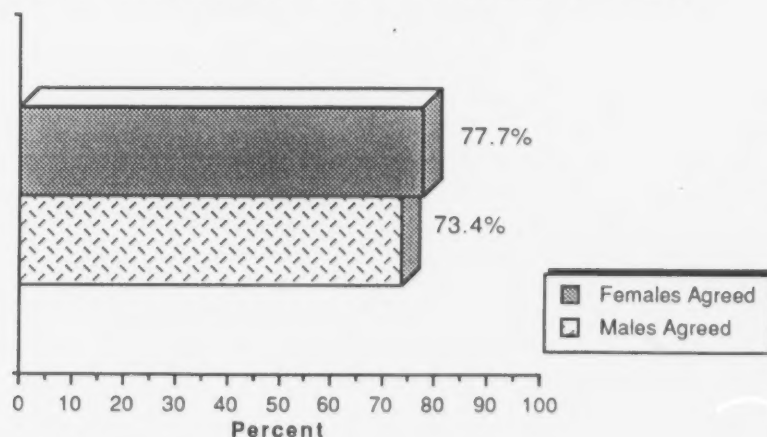
"My Parents Would Support Me in Whatever Career I Choose."



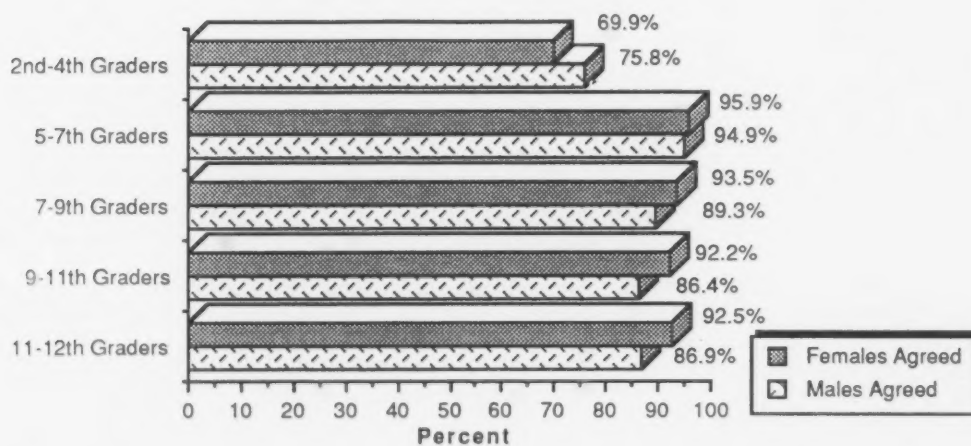
About one-half of middle school students report that they are learning about careers in school and that teachers are helping them think about career choices. Seventy-seven percent of all middle school students believe that the work they do in school is preparing them for jobs in the future. Students are very interested in learning more about careers as indicated below.

Middle School Students:

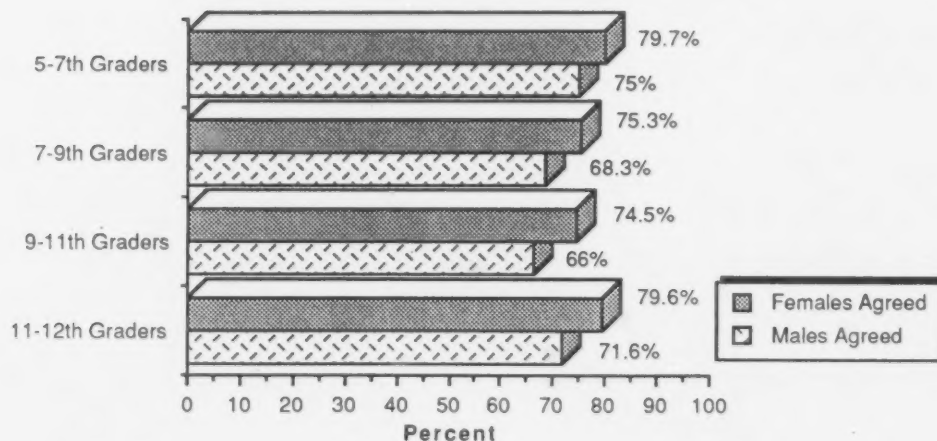
"I Would Like to Find Out More About Possible Careers."



"I Plan to have a Job/Career."



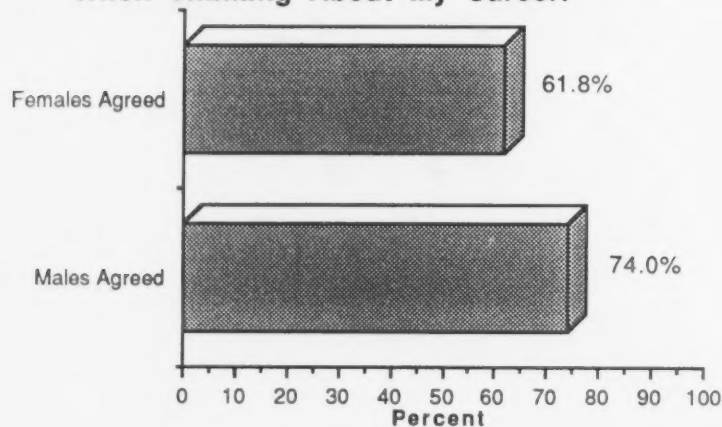
"I Plan To Have a Career and a Family."



Additionally, girls more often reported that their parents encouraged them to explore different careers and more often believed their parents would support them in whatever career choice they made as described in the chart on the following page.

However, more boys than girls believe that the amount of money they make is important in a career choice.

**5th - 7th Graders:
"The Amount of Money I Will Make is Important
When Thinking About My Career."**

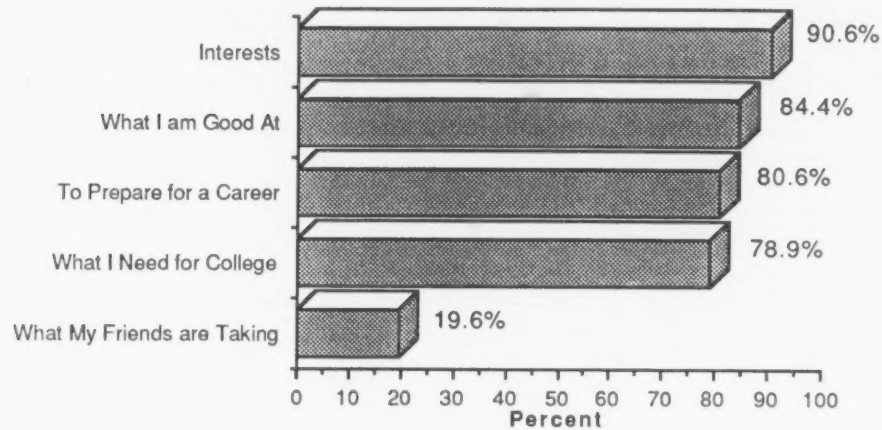


Additionally, more boys than girls understand that computers and other technology are changing the kinds of jobs that will be available in the future.

Girls are less often influenced in course selection by their friends and more often choose course work based on what they need for college. However, most students report making course selection based on their interests, what they feel they are good at, and what they will need for college and/or careers.

8th Graders:

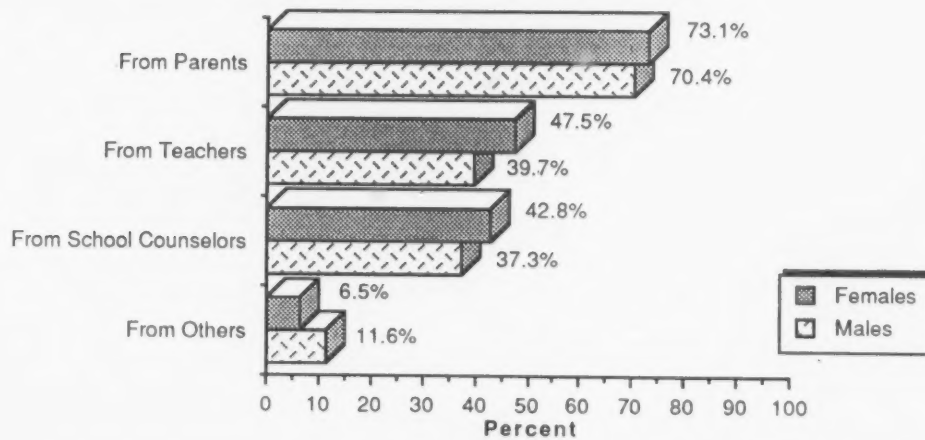
"Making Plans for High School Classes Based On:"



Currently middle school students report they would seek help in career planning as follows:

Middle School Students:

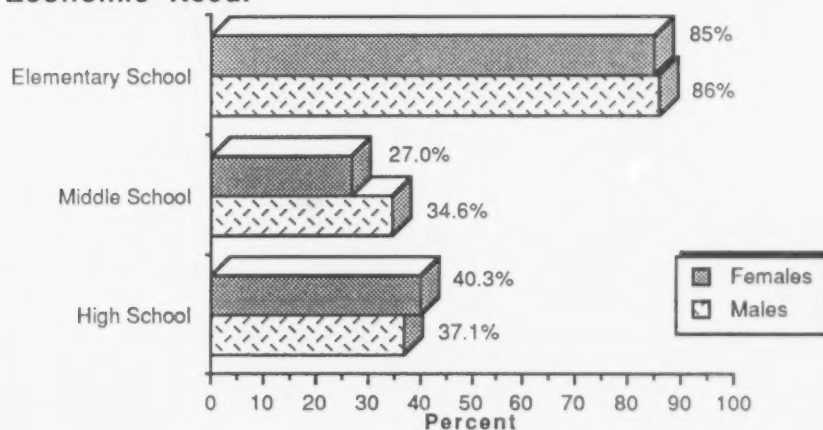
"Would Seek Help in Career Planning:"



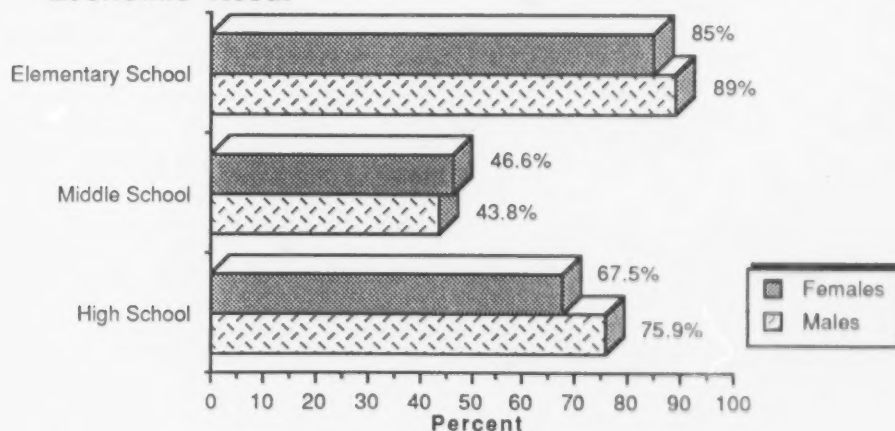
At the high school level, only 25% of students reported counselors helped them with making career choices and approximately one-half reported that their counselors suggested courses they would need for their career choices.

Although nearly all boys and girls believe they will work most of their lives and are planning for work and careers, survey responses indicate they lack world of work information about why people work, how long people work and what jobs pay as reflected in the following graphs.

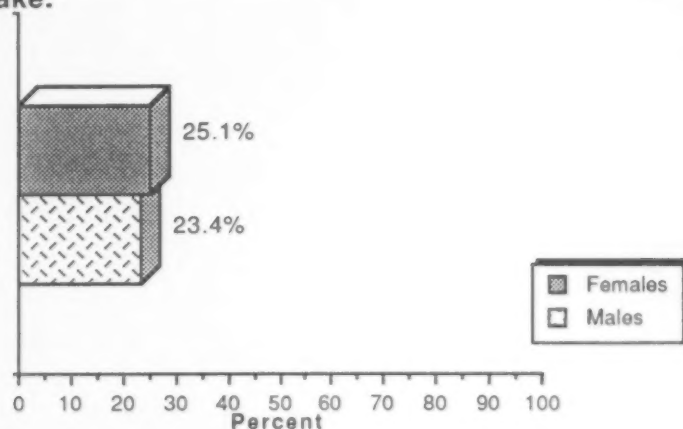
**Students AGREED:
"Women Work Because They Need the Money/or Out of
Economic Need."**



**Students AGREED:
"Men Work Because They Need the Money/or Out of
Economic Need."**

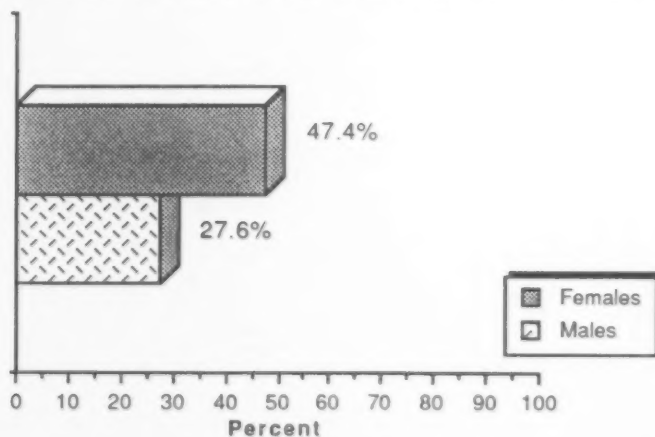


Students AGREED:
"On Average, Women Make 65 Cents For Every Dollar Men Make."



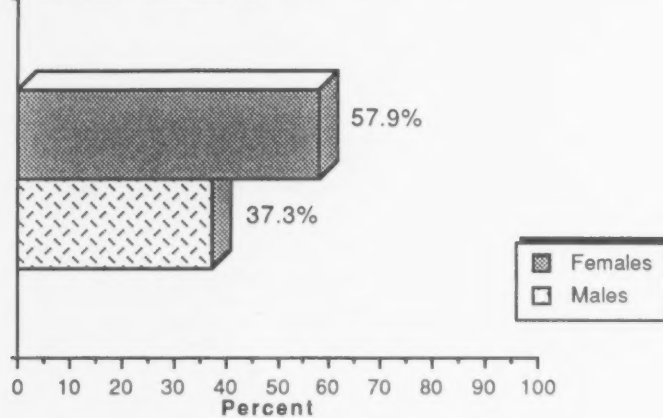
Although many boys and girls were unaware of the length of time women spend in the work force, girls were somewhat more knowledgeable than boys as indicated by the following responses of middle school and high school students respectively.

Students AGREED:
"Ninety Percent of Women Work For Pay Most of Their Lives."



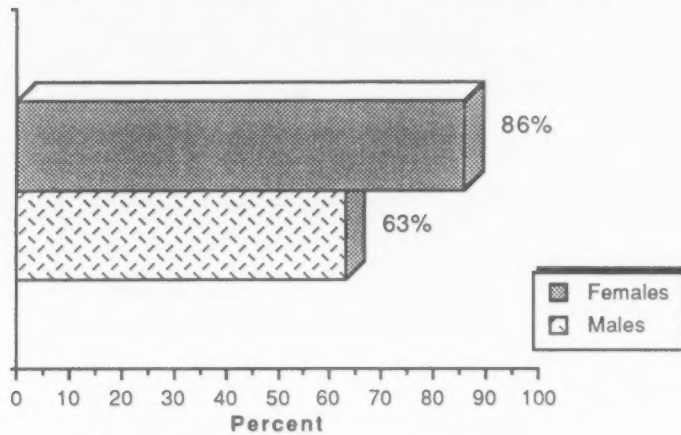
Students AGREED:

"The Average Women Will Work Outside the Home Between 20-40 Years In Her Lifetime."

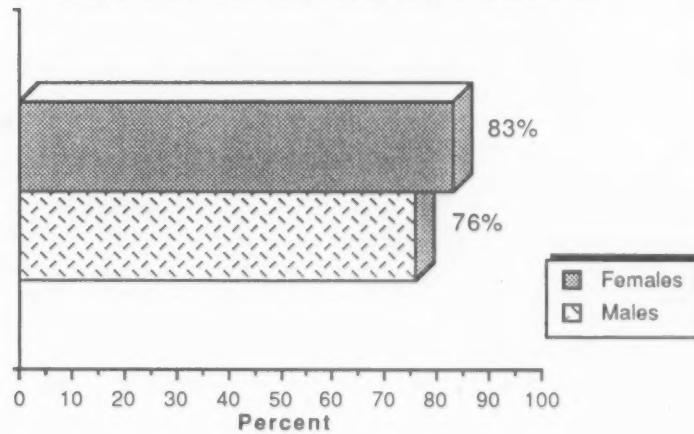


Questions about traditional and nontraditional work and roles indicate that at all grade levels females, more often than males, are more aware of, more accepting of, and more supportive of, nontraditional work choices both for themselves and others. More girls than boys reported knowing someone working in a job nontraditional for their gender, and more females than males believed "women's jobs" and "men's jobs" were a thing of the past. When asked questions regarding salaries and facts about women's participation in the work force, the majority of both boys and girls were unsure of the answers. The following responses describe the differences in attitudes of boys and girls at the elementary, middle school, and high school level.

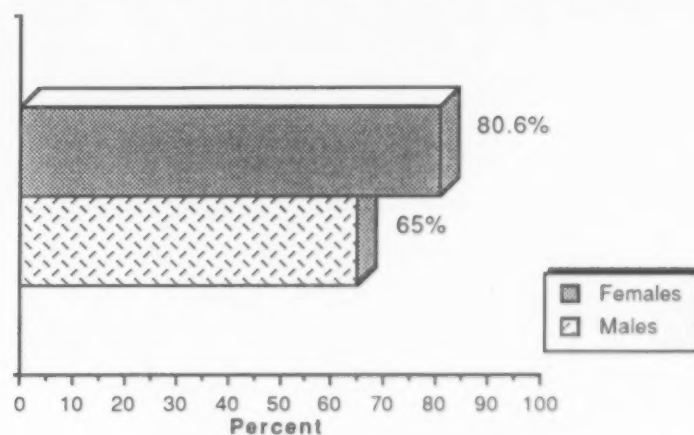
**Elementary Students AGREED:
"Girls Can Do Any Job Boys Can Do."**



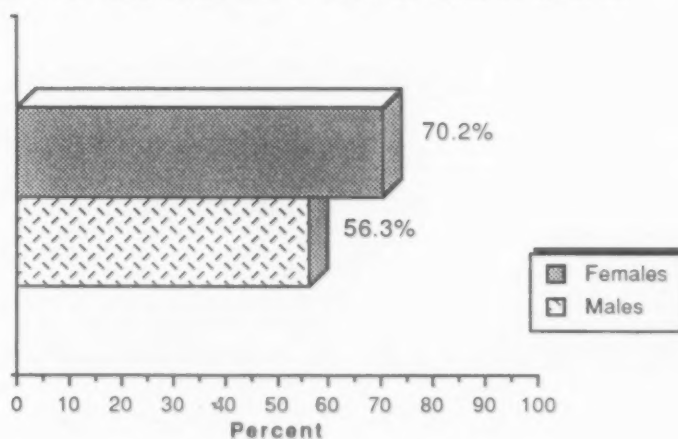
**Elementary Students AGREED:
"Boys Can Do Any Job Girls Can Do."**



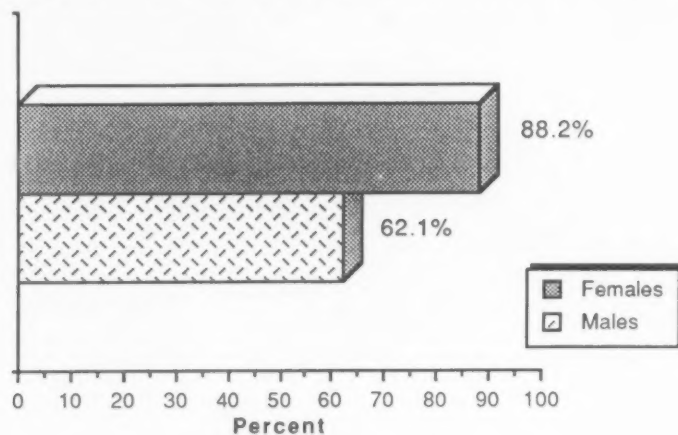
Middle School Students AGREED:
"It Would Be OK With Me If A Woman Was An Auto Mechanic."



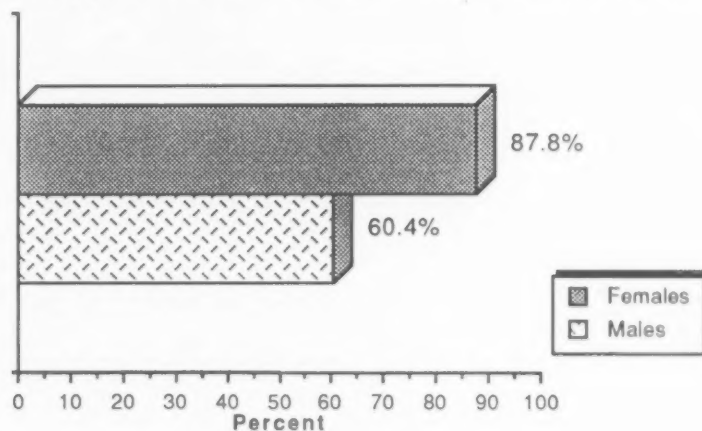
Middle School Students AGREED:
"It Would Be OK With Me If A Man Was A Nurse."



High School Students AGREED:
"I Would Support A Women's Choice To Become A Carpenter."



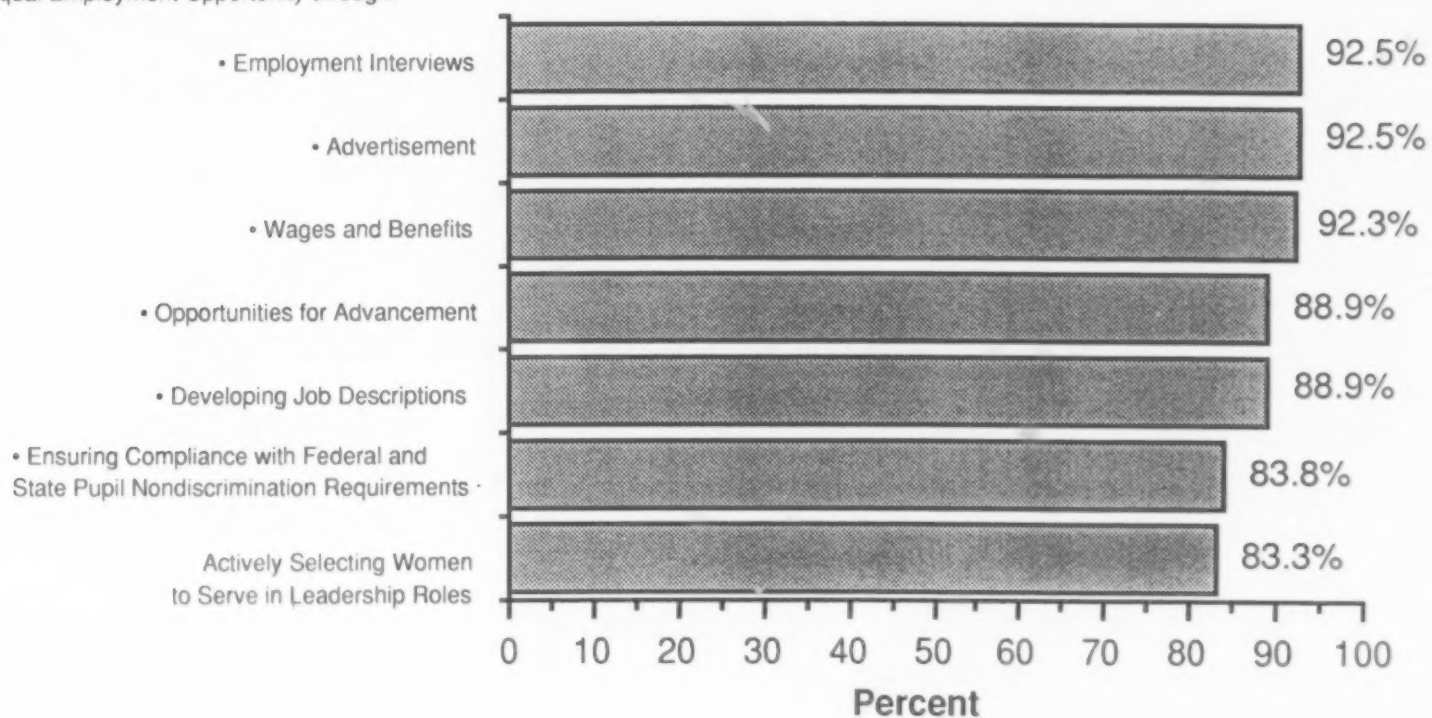
High School Students AGREED:
"I Would Support A Man's Choice To Become A Nurse."



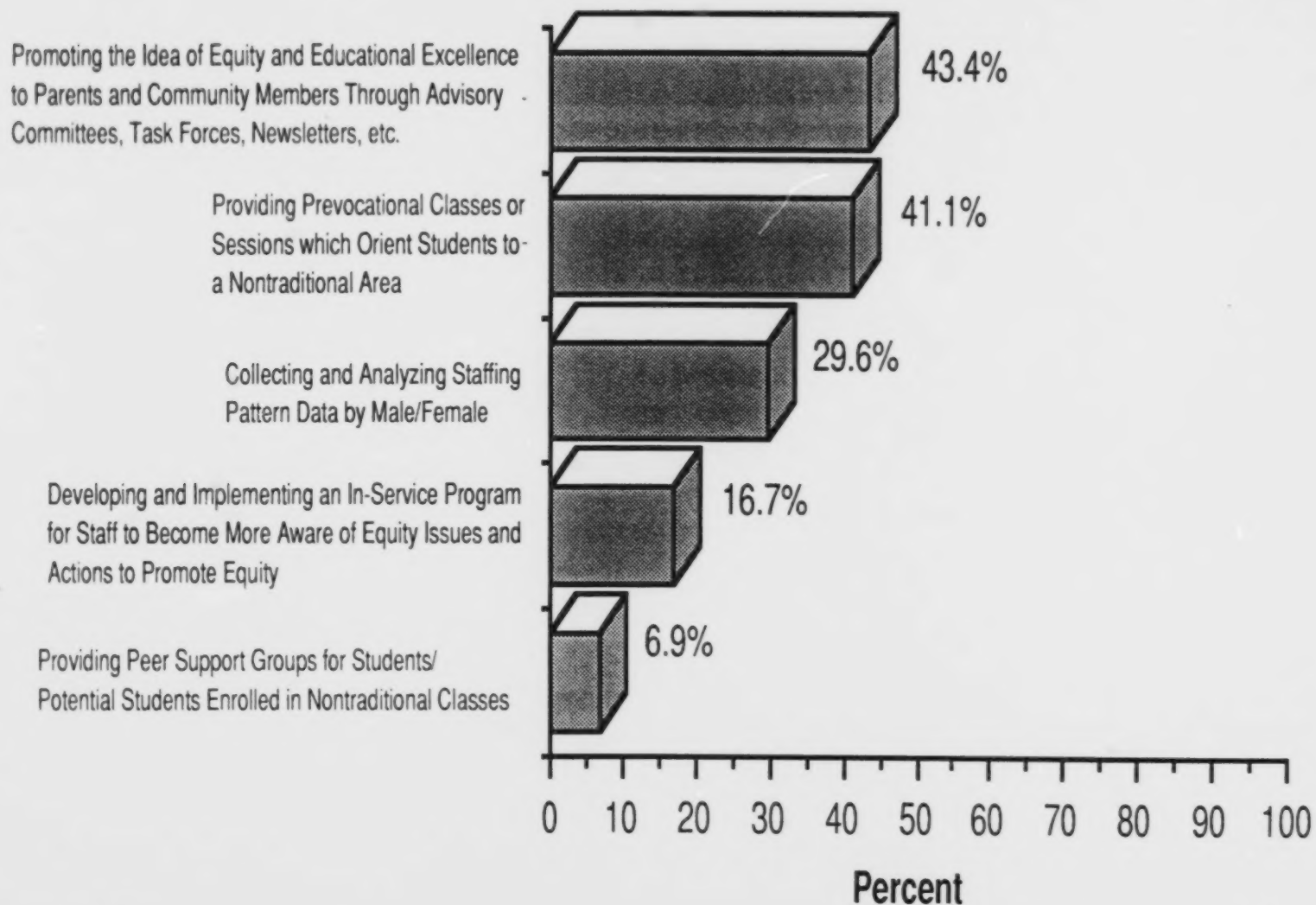
Appendix

As a Total Group, Administrators Report Doing the MOST in:

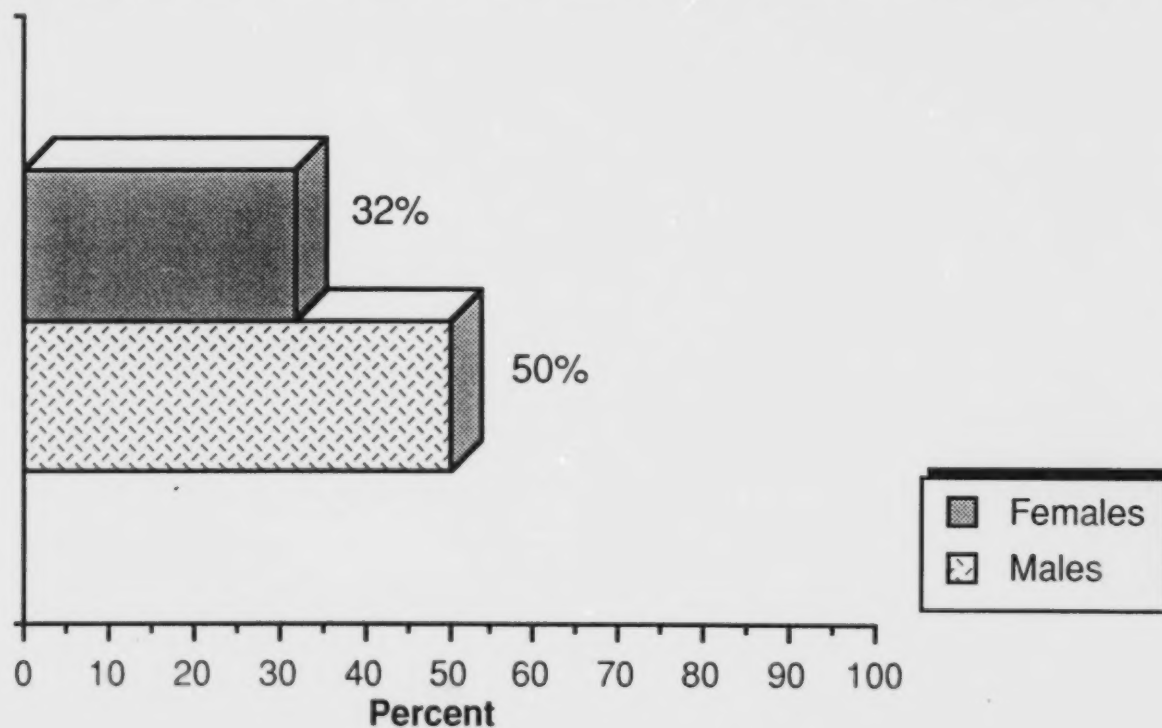
Ensuring Equal Employment Opportunity through:



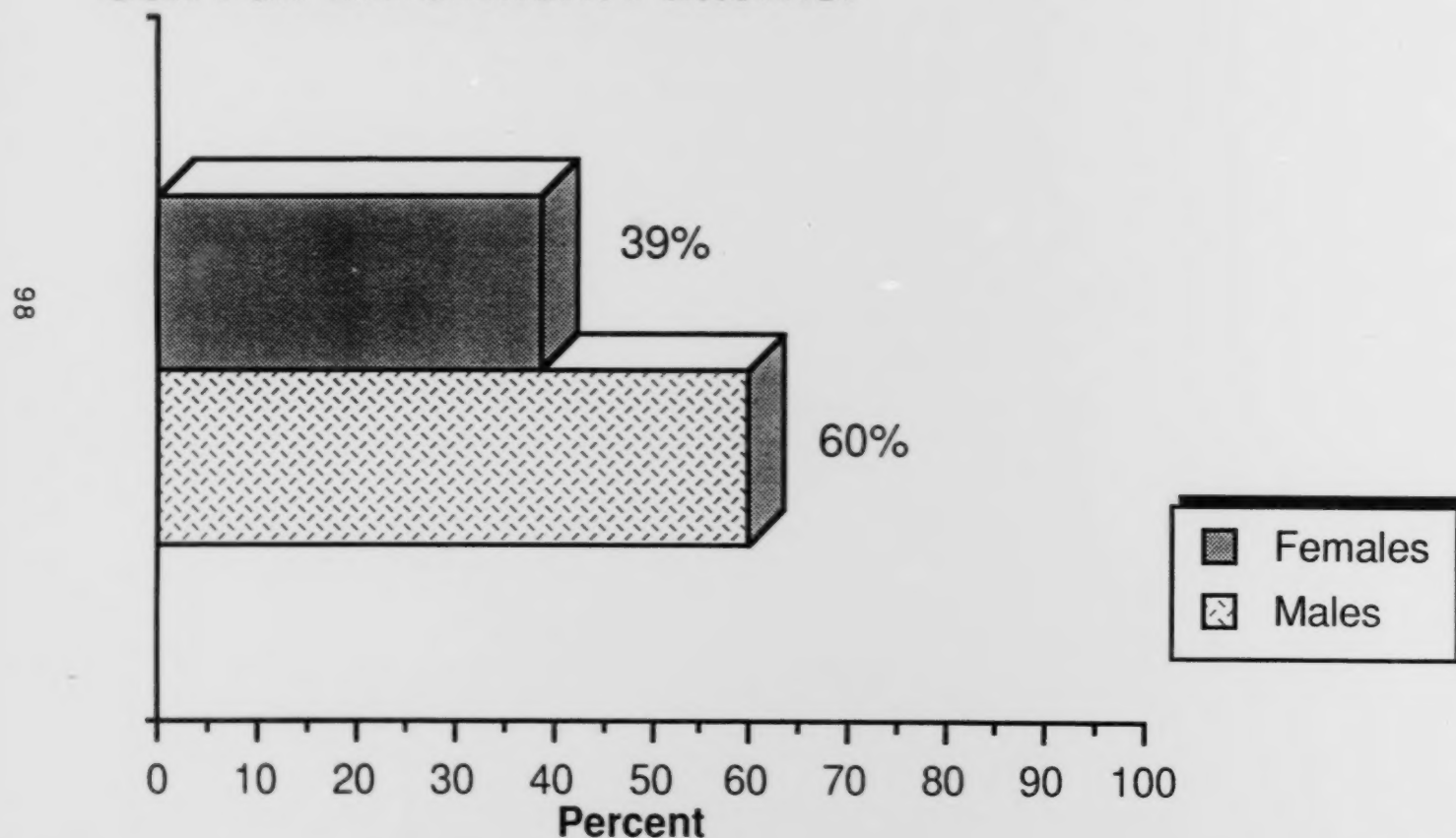
As a Total Group, Administrators Report Doing the LEAST in:



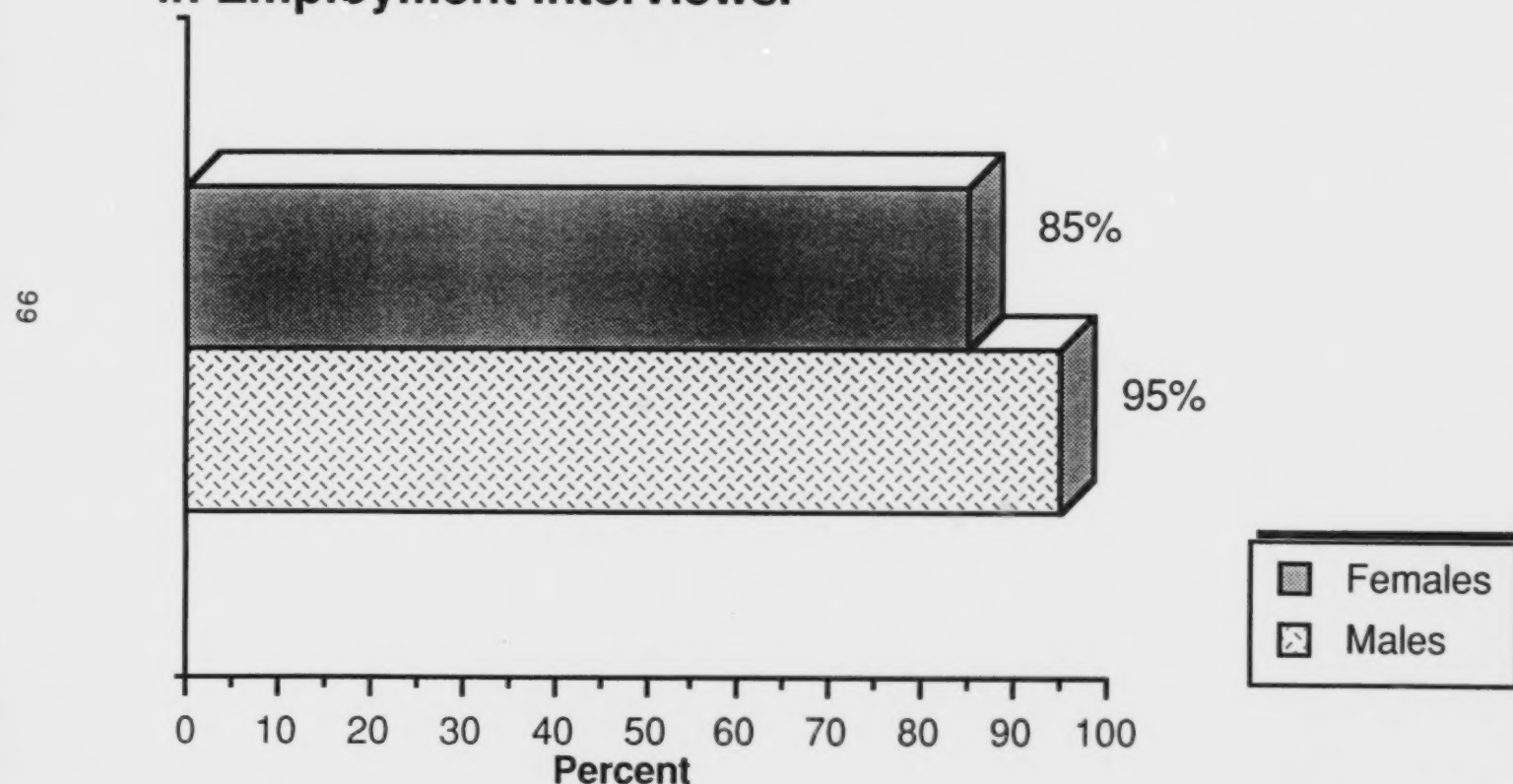
**Administrators AGREED with Statement:
"Assist Staff in Providing a Bias-Free Environment for Students."**



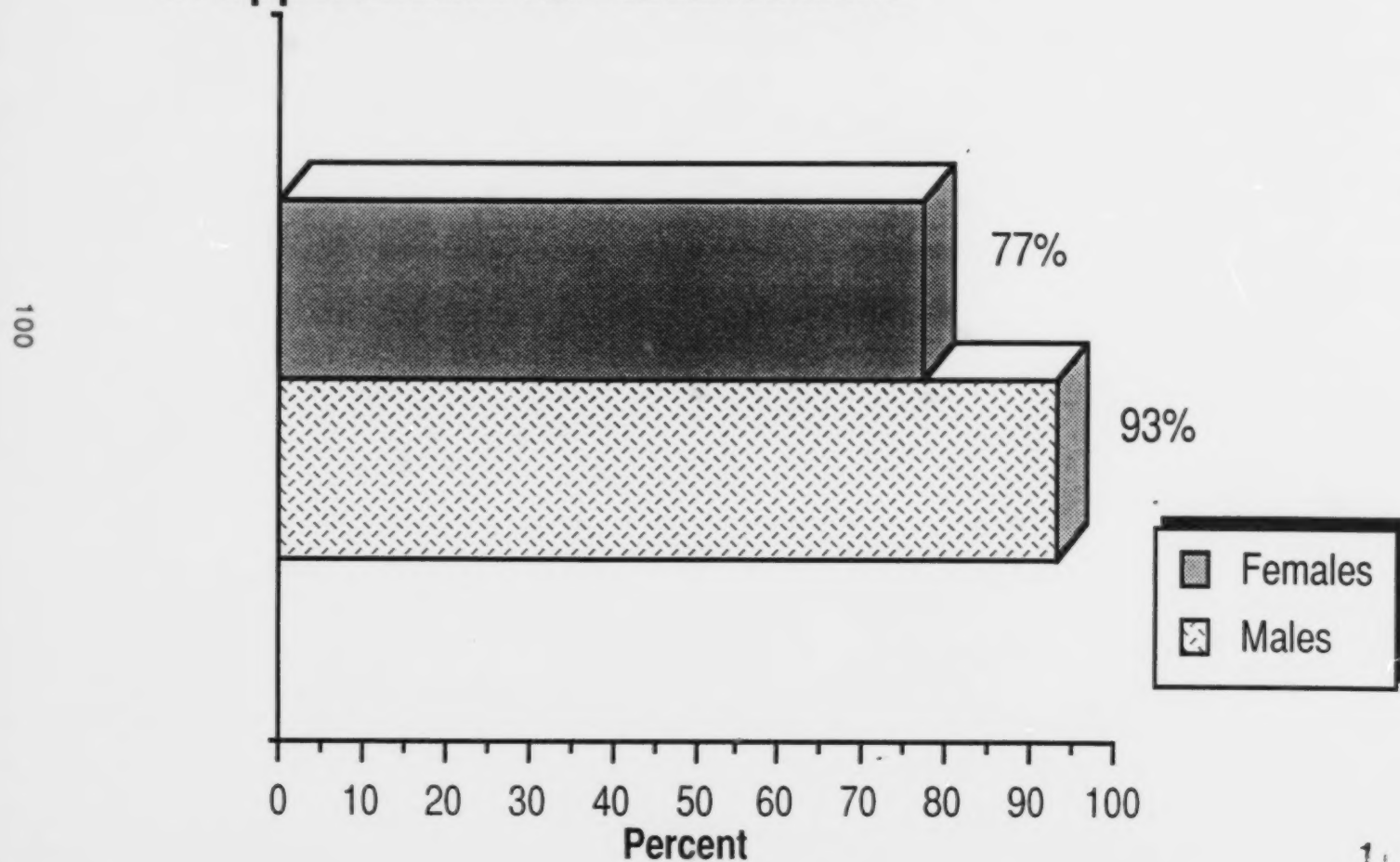
**Administrators AGREED with Statement:
"Design the Master Class Schedule to Encourage
Sex Fair Enrollment Patterns."**



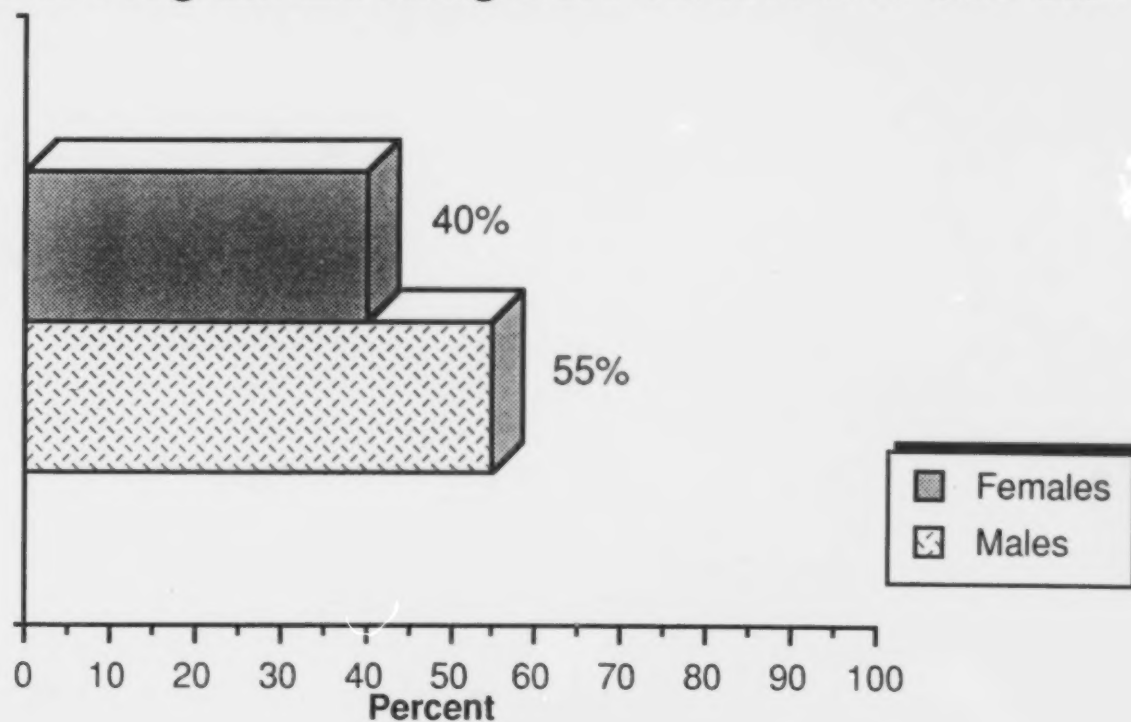
**Administrators AGREED with Statement:
"Ensure Equal Employment Opportunity is Practiced
in Employment Interviews."**



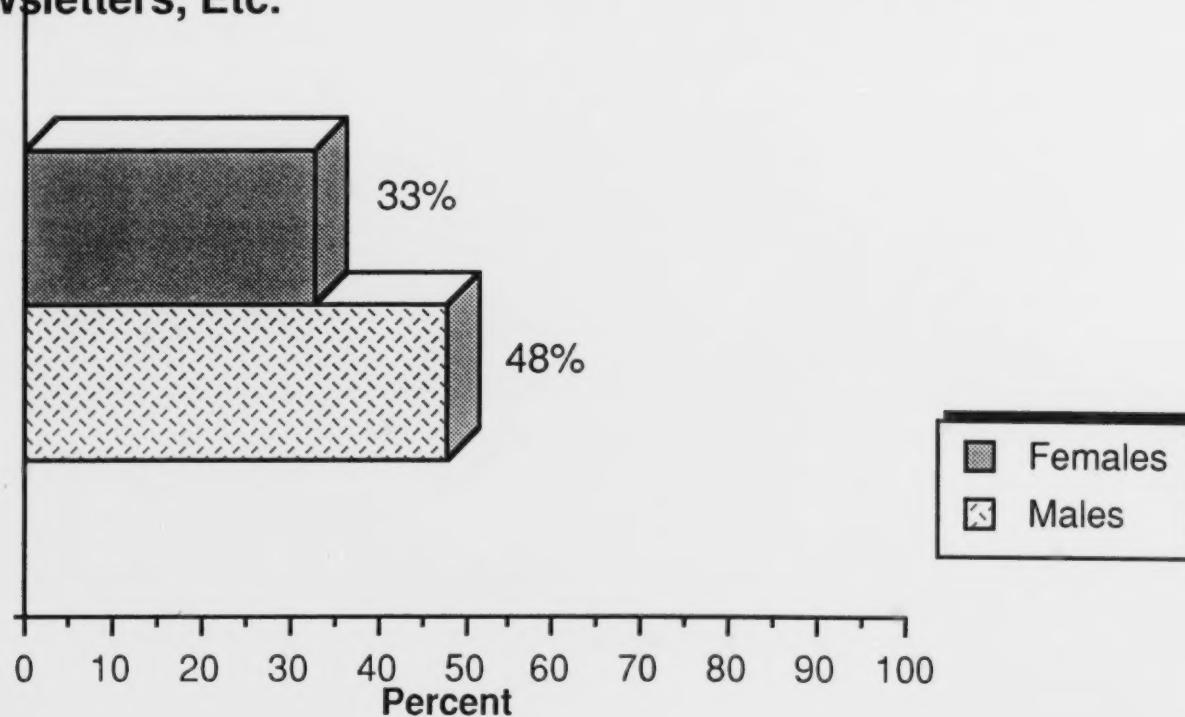
**Administrators AGREED with Statement:
"Ensure Equal Employment Opportunity is Practiced
in Opportunities for Advancement."**



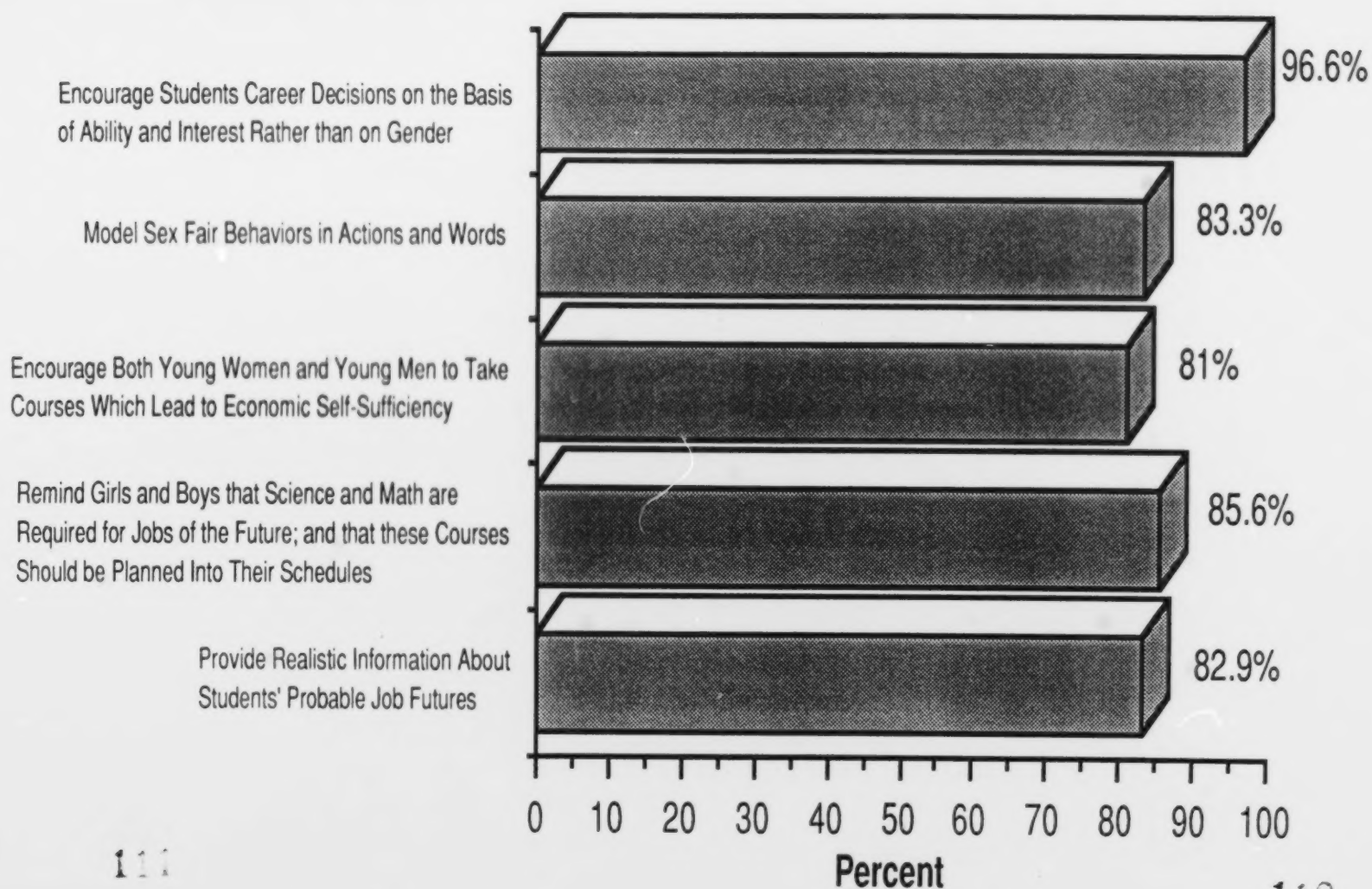
**Administrators AGREED with Statement:
"Monitor Class Enrollment Trends, Paying Particular Attention
to Any Class or Program Enrolling More Than 75% of One Sex."**



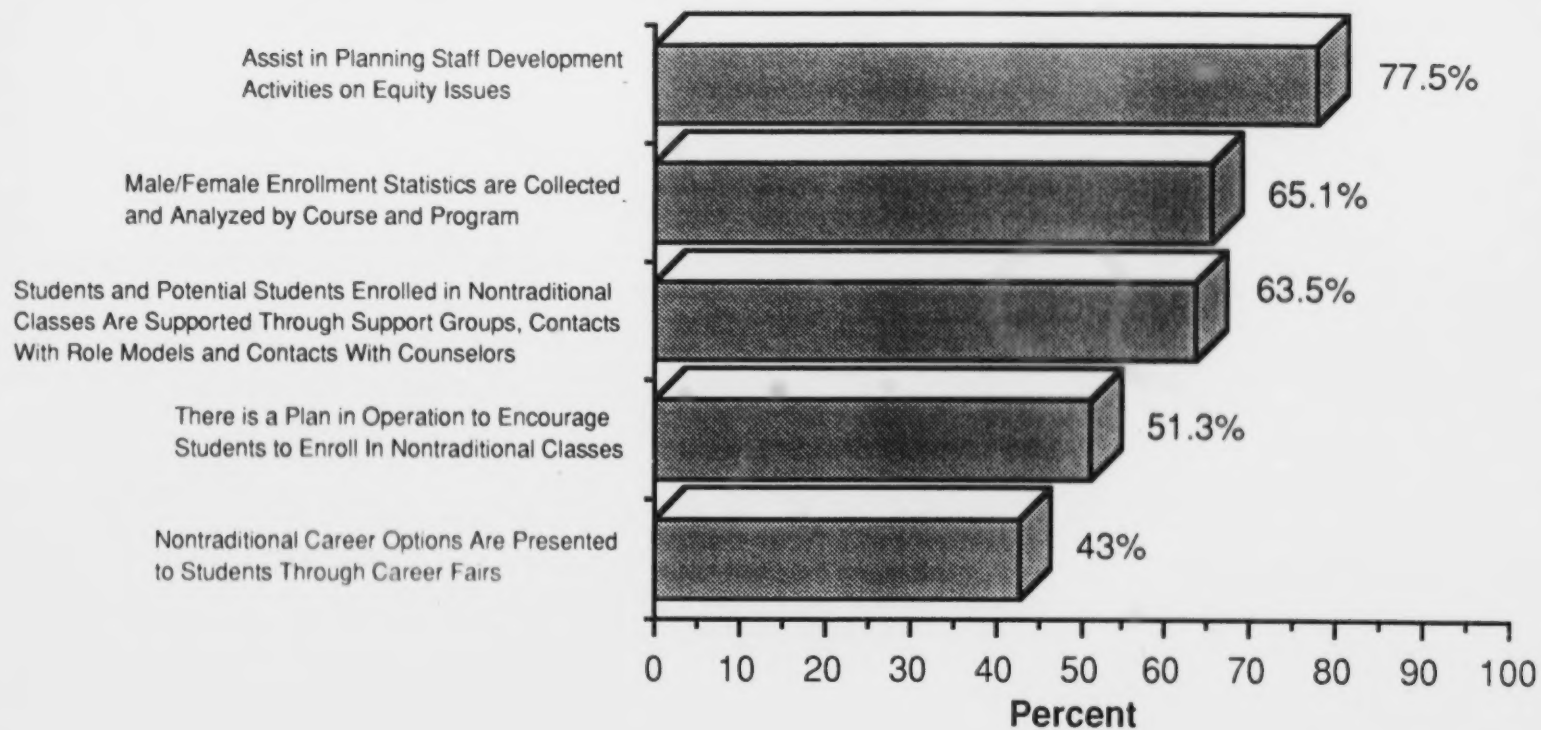
**Administrators AGREED with Statement:
"Promote the Idea of Equity and Educational Excellence to Parents
and Community Members Through Advisory Committees, Task
Forces, Newsletters, Etc."**



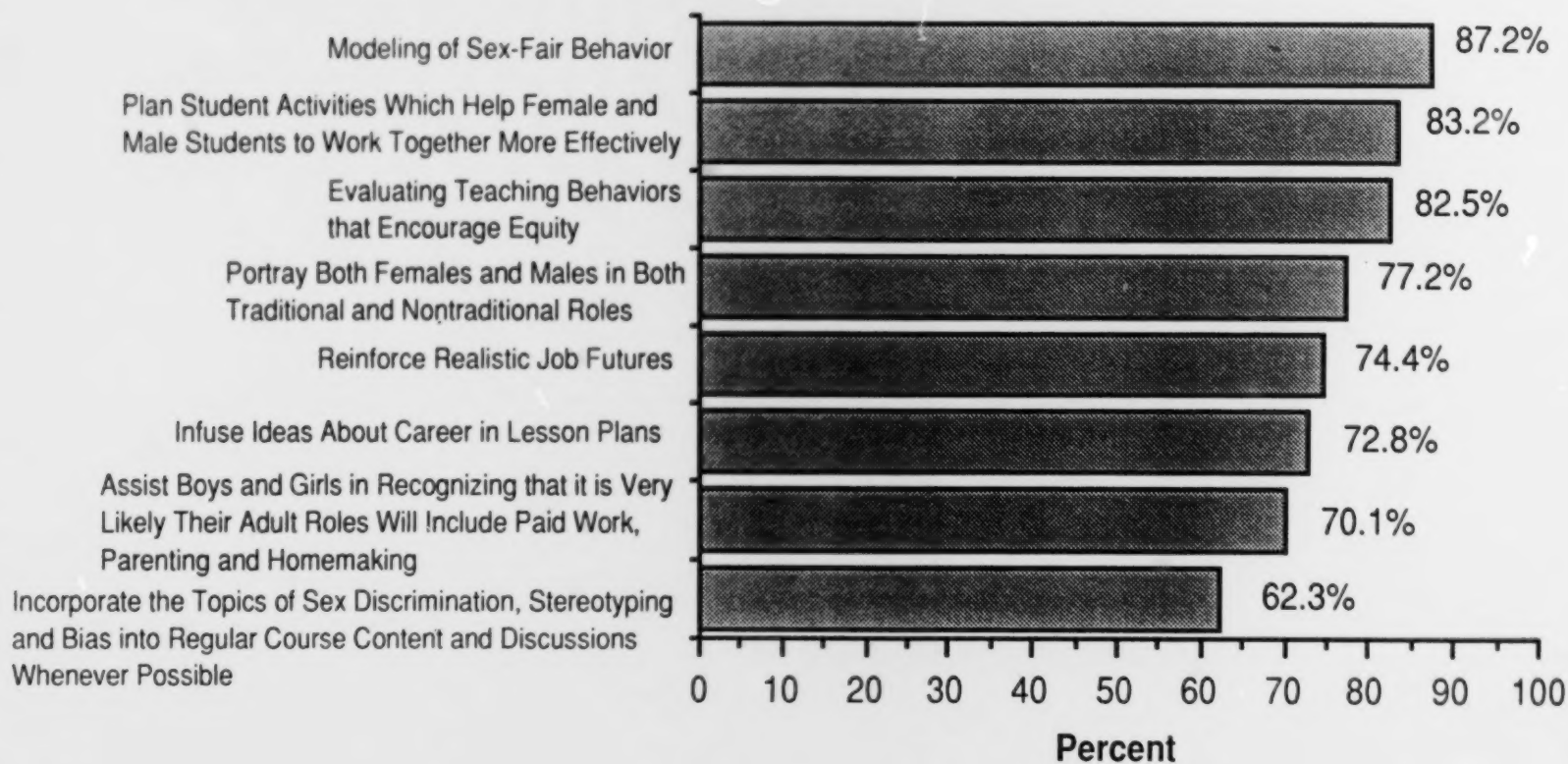
Items Guidance Counselors Most Often Reported: "HAS BEEN DONE"



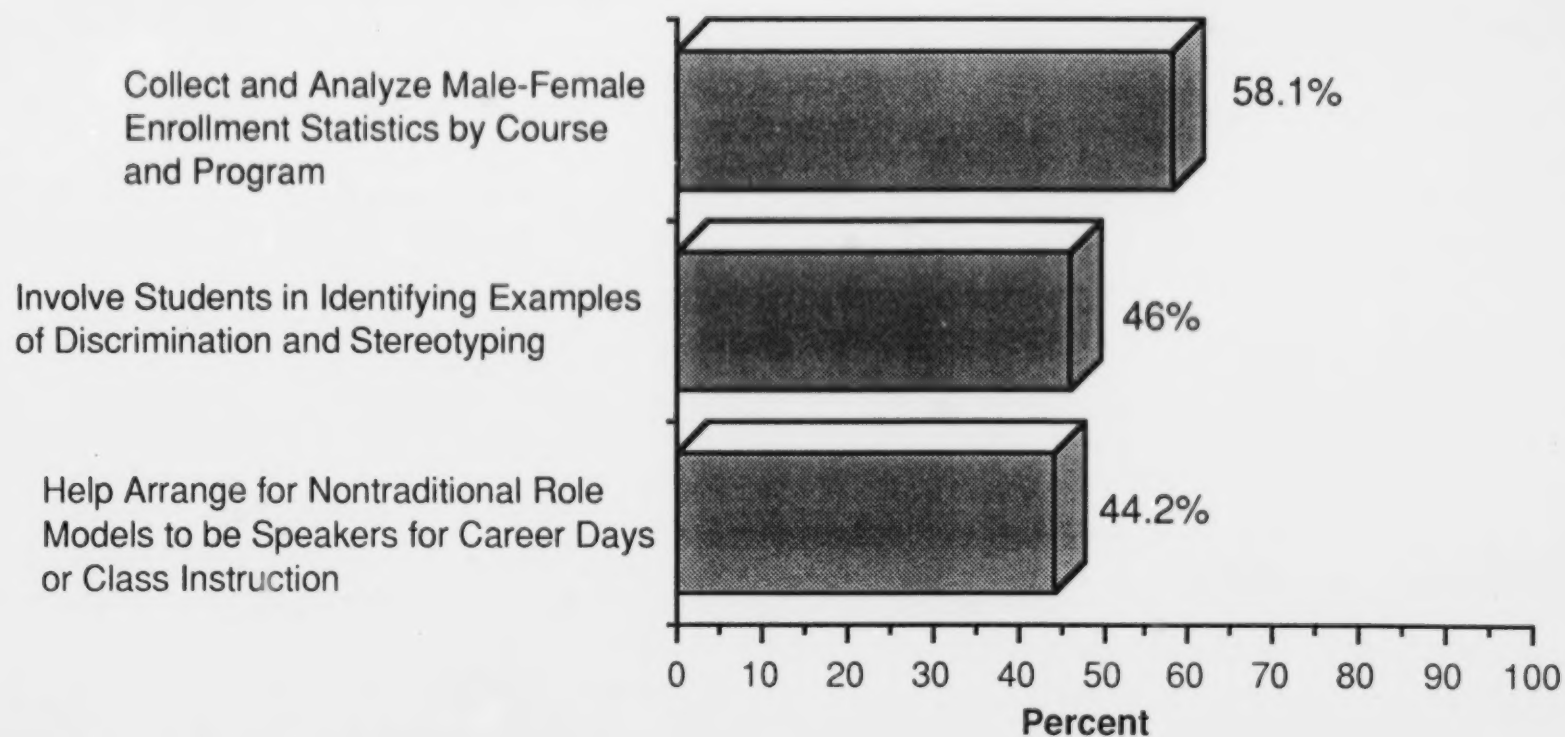
Items Guidance Counselors Reported: "NOT DONE" or "IN PLANNING STAGE"



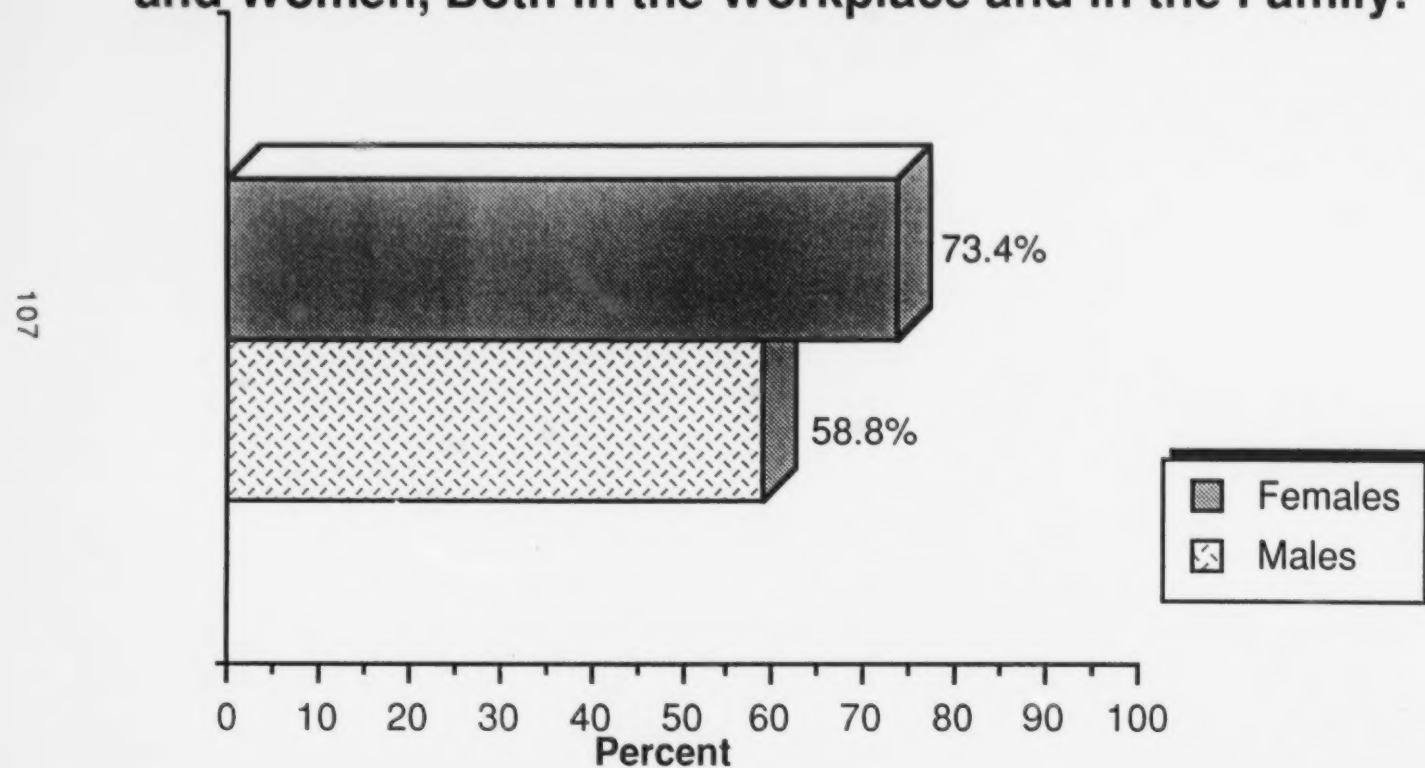
Items Staff Most Often Reported: "HAS BEEN DONE"



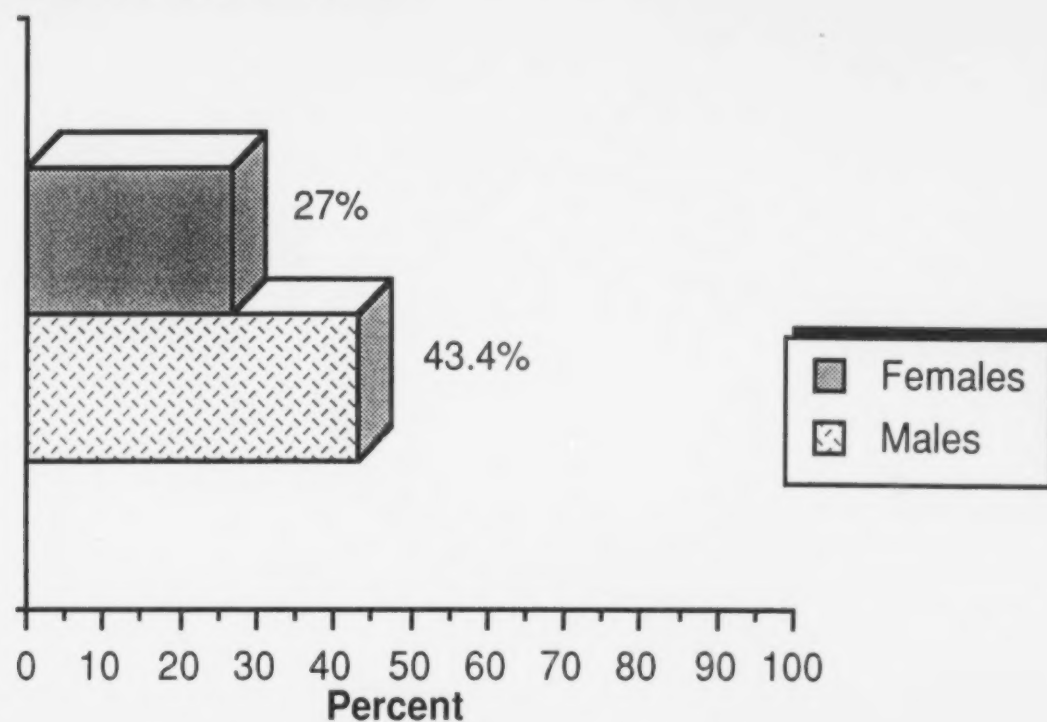
Items Staff Most Often Reported: "HAS NOT BEEN DONE"



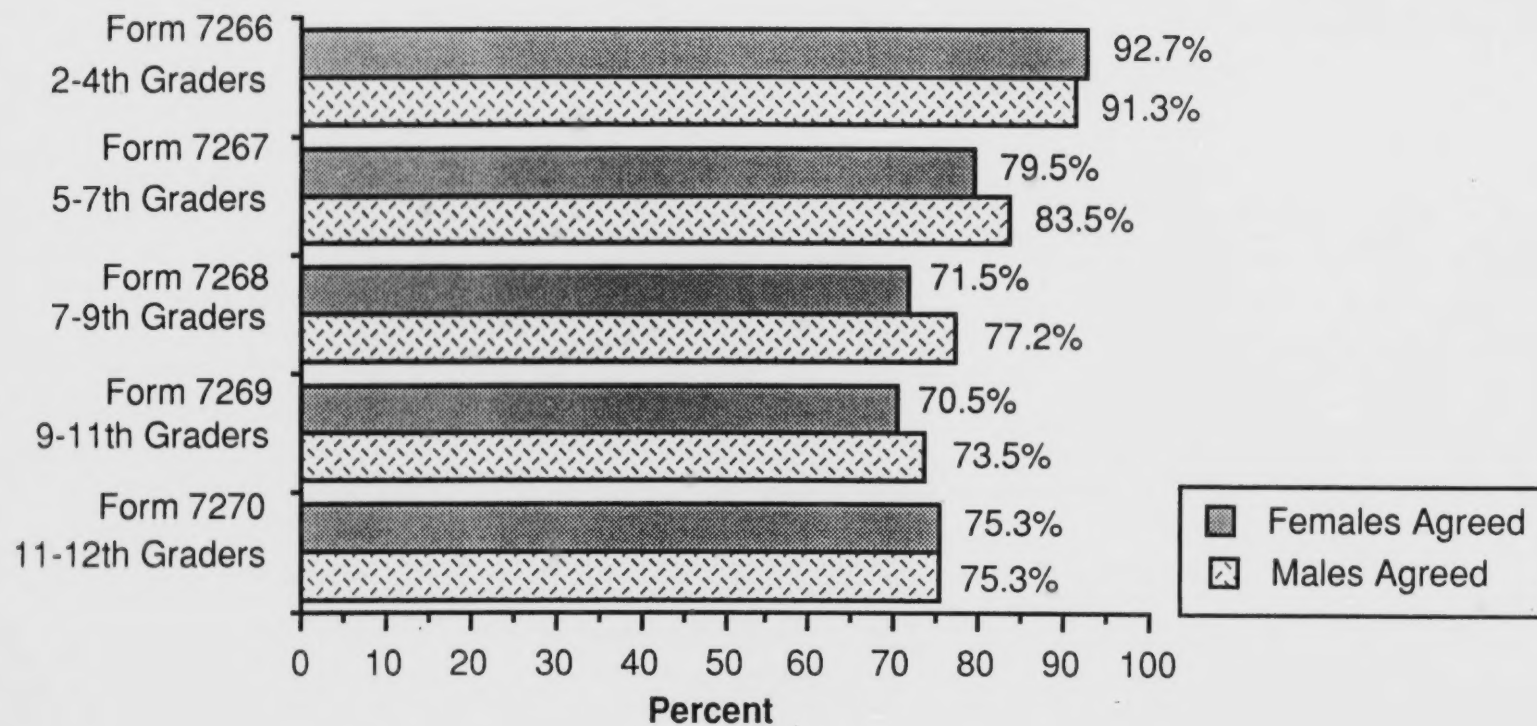
Teachers AGREED that they:
"Use Materials That Show the Changing Roles of Men
and Women, Both in the Workplace and in the Family."



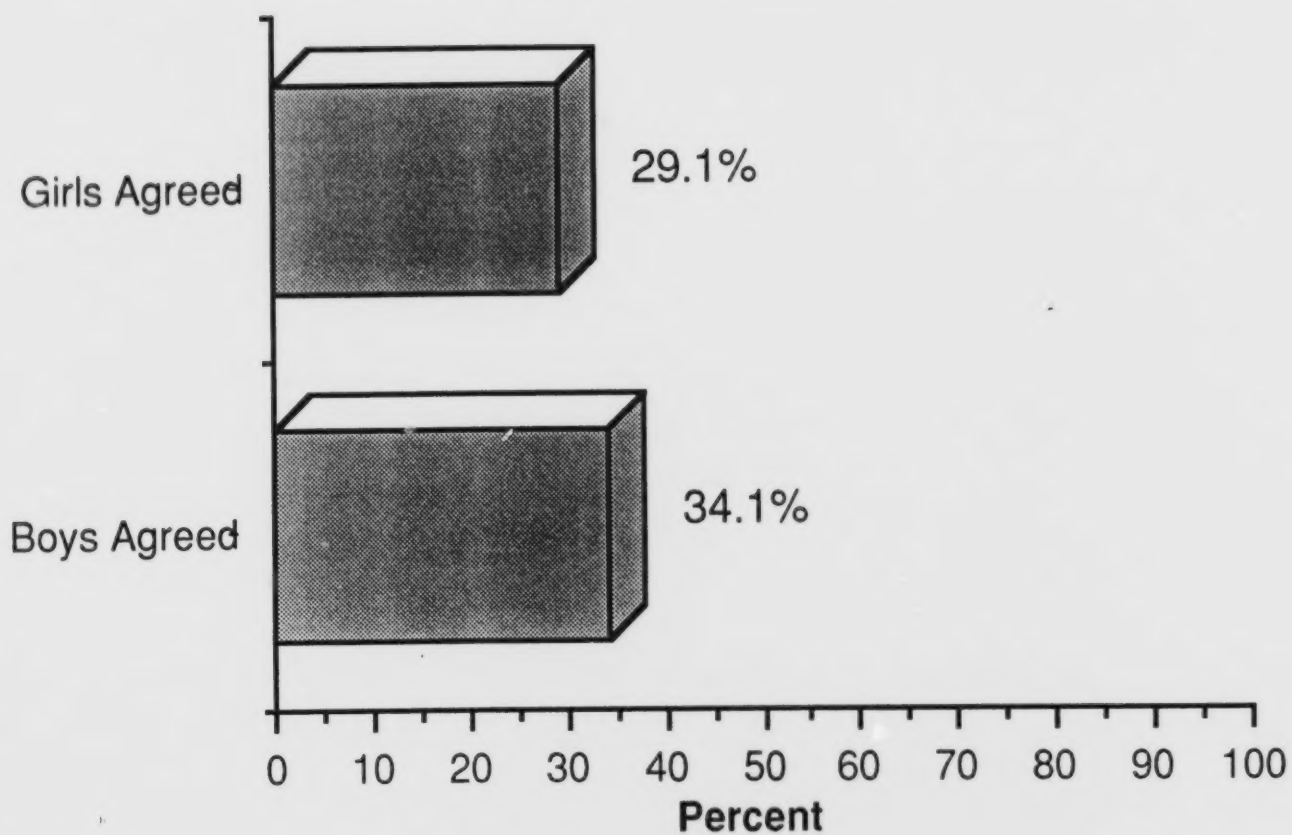
Teachers AGREED that they:
"Design Course Information Materials, such as Brochures,
Course Descriptions and Handouts, to Encourage Both
Females and Males to Enroll."



"I Feel Good About Myself"

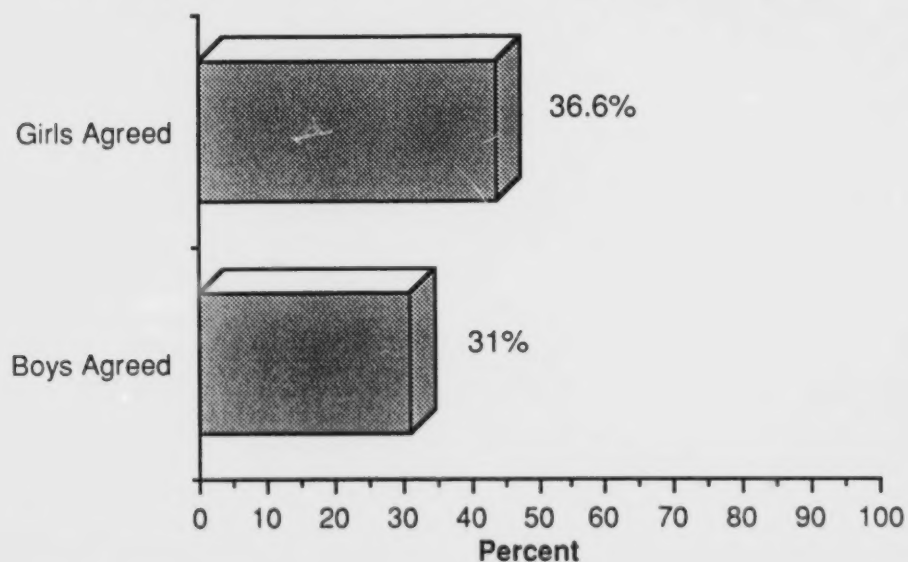


**2nd - 4th Graders:
"I Feel I am a Leader in My Class."**



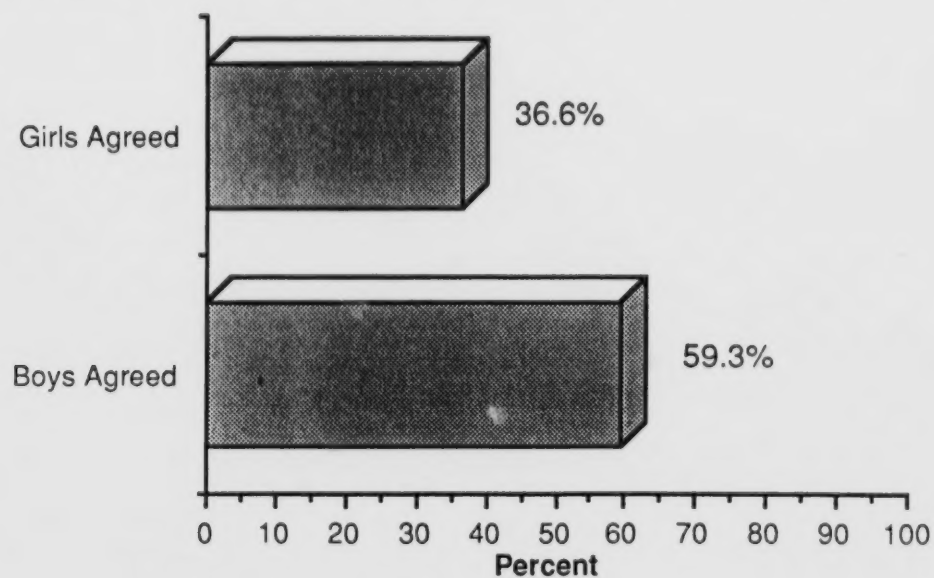
5th - 7th Graders:

"It is Important that Girls Learn to be Leaders."

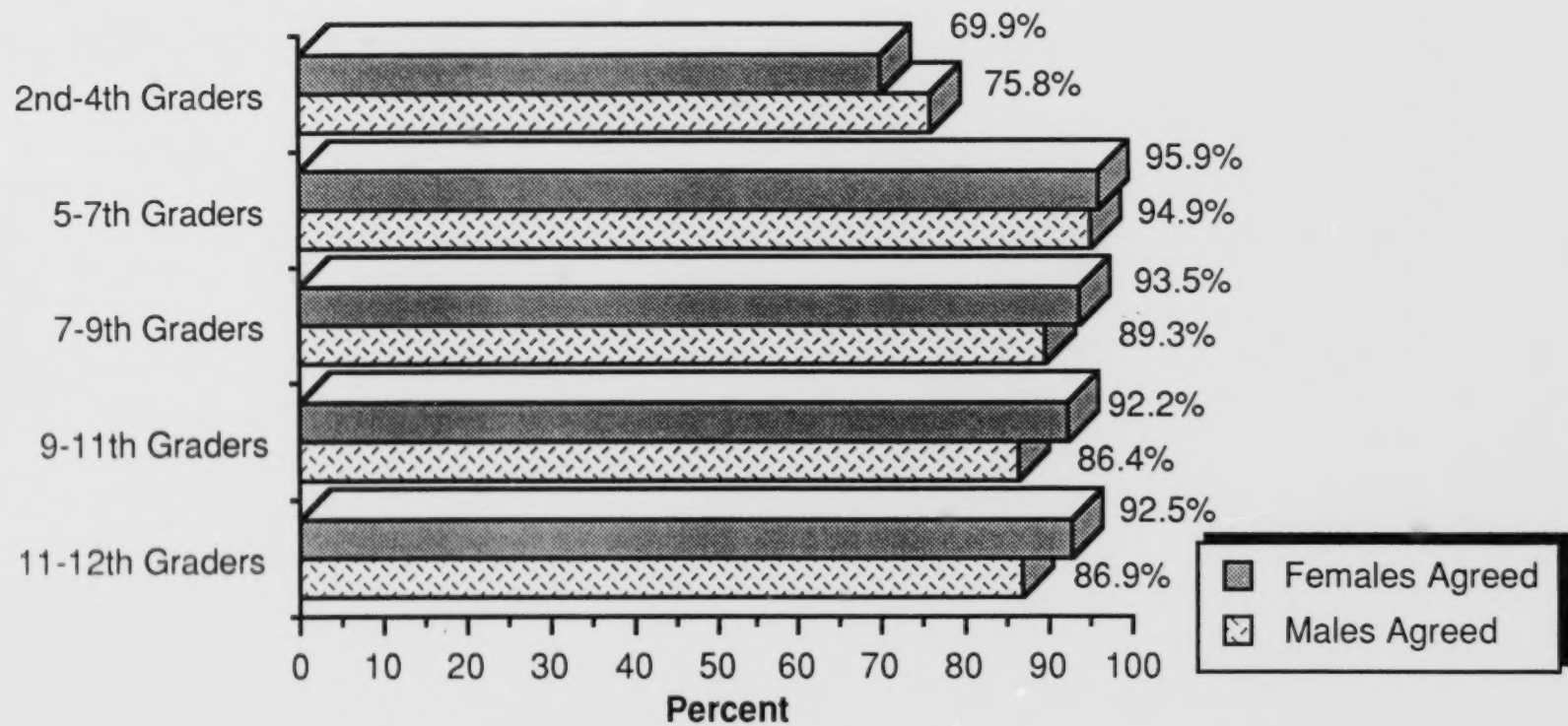


5th - 7th Graders:

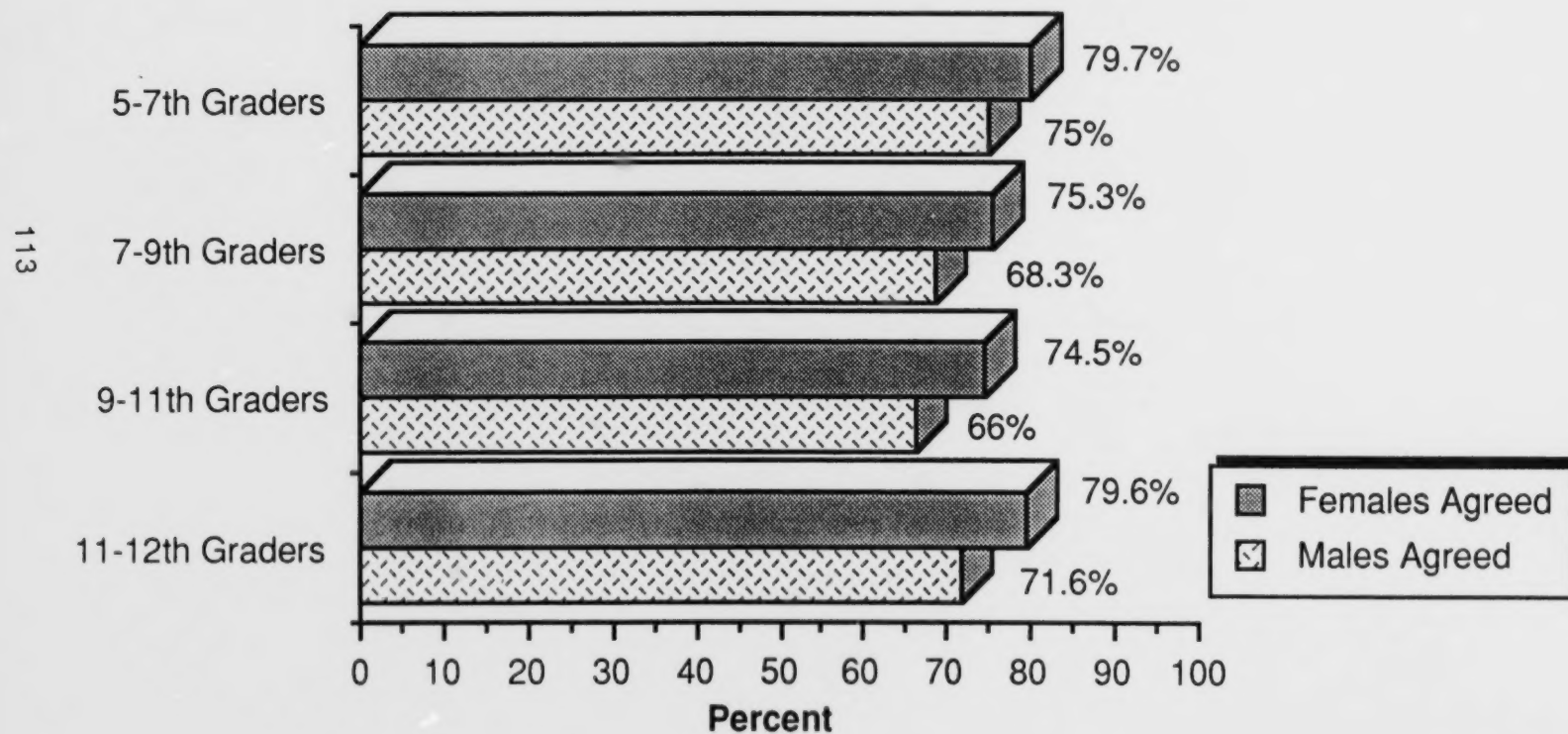
"It is Important that Boys Learn to be Leaders."



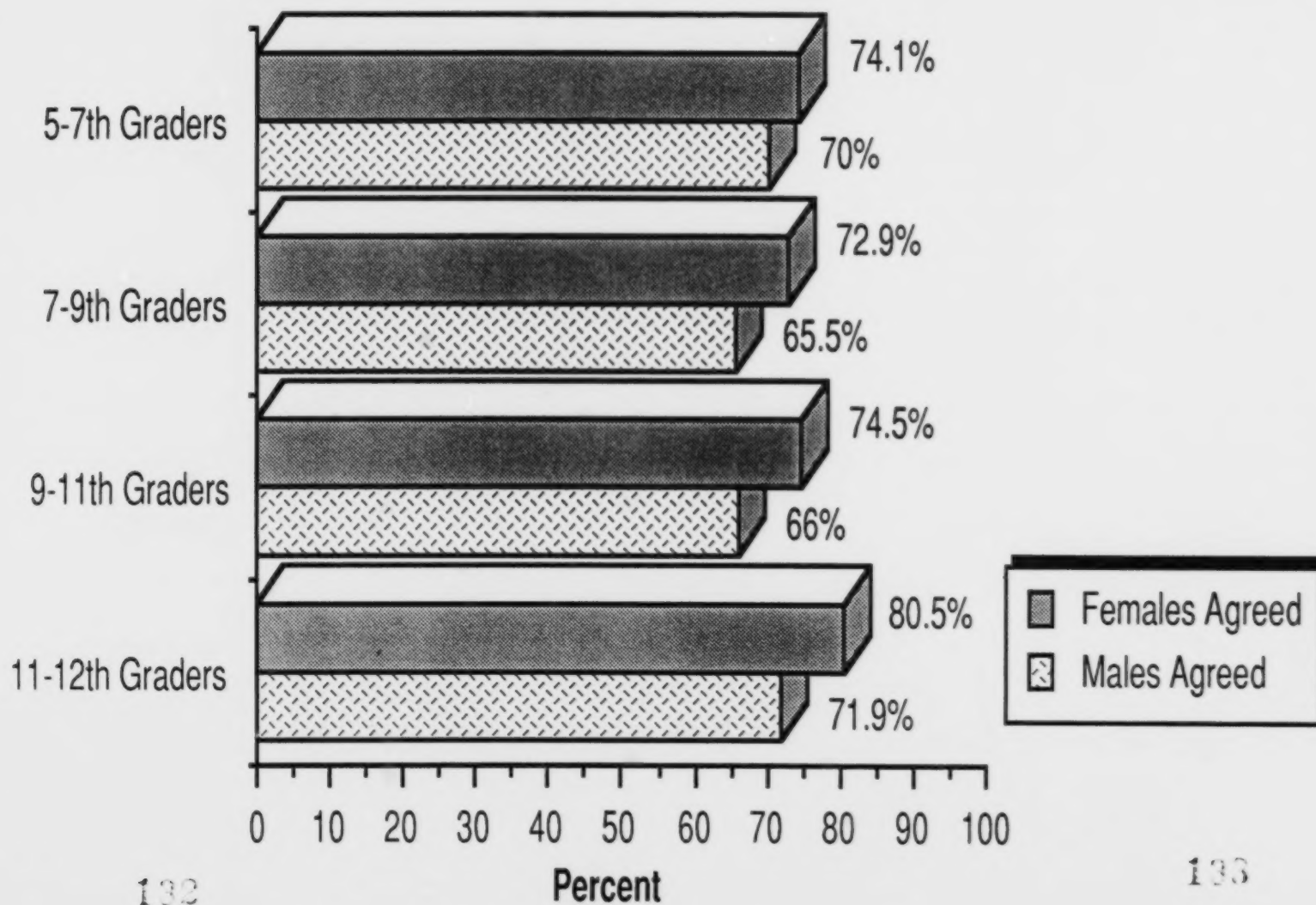
"I Plan to have a Job/Career."



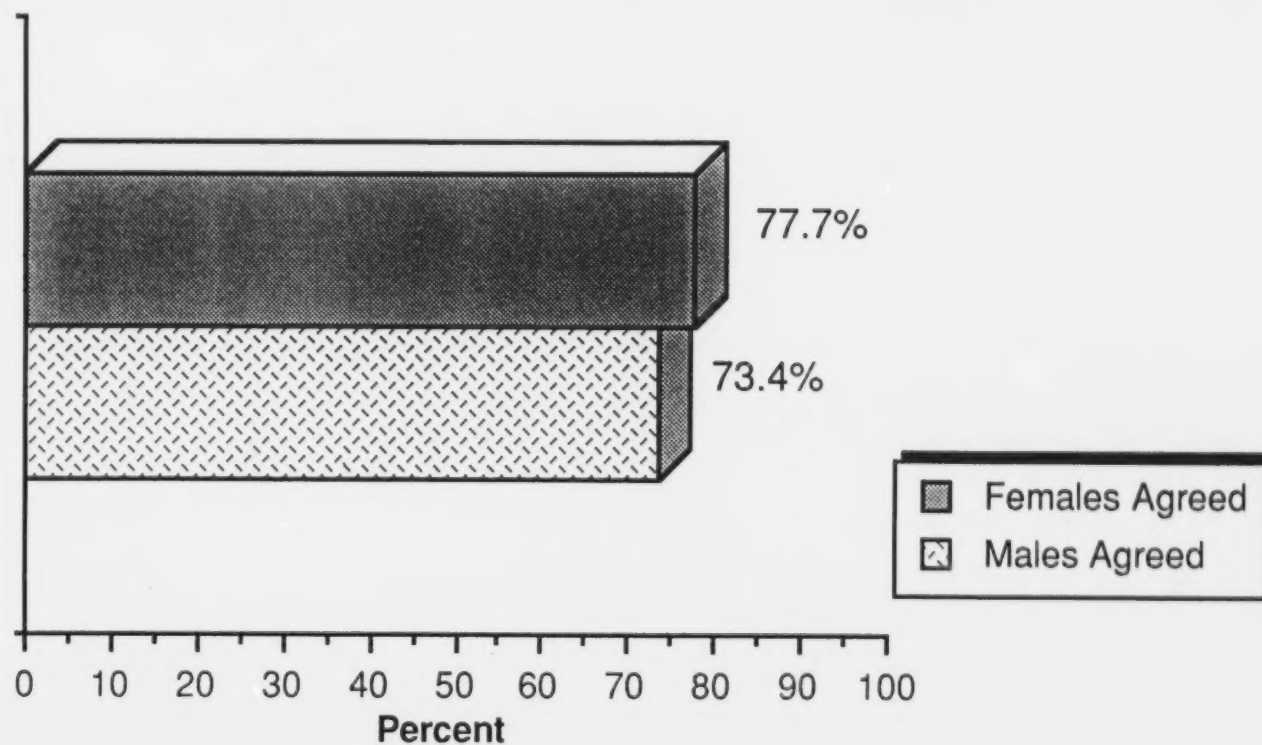
"I Plan To Have a Career and a Family."



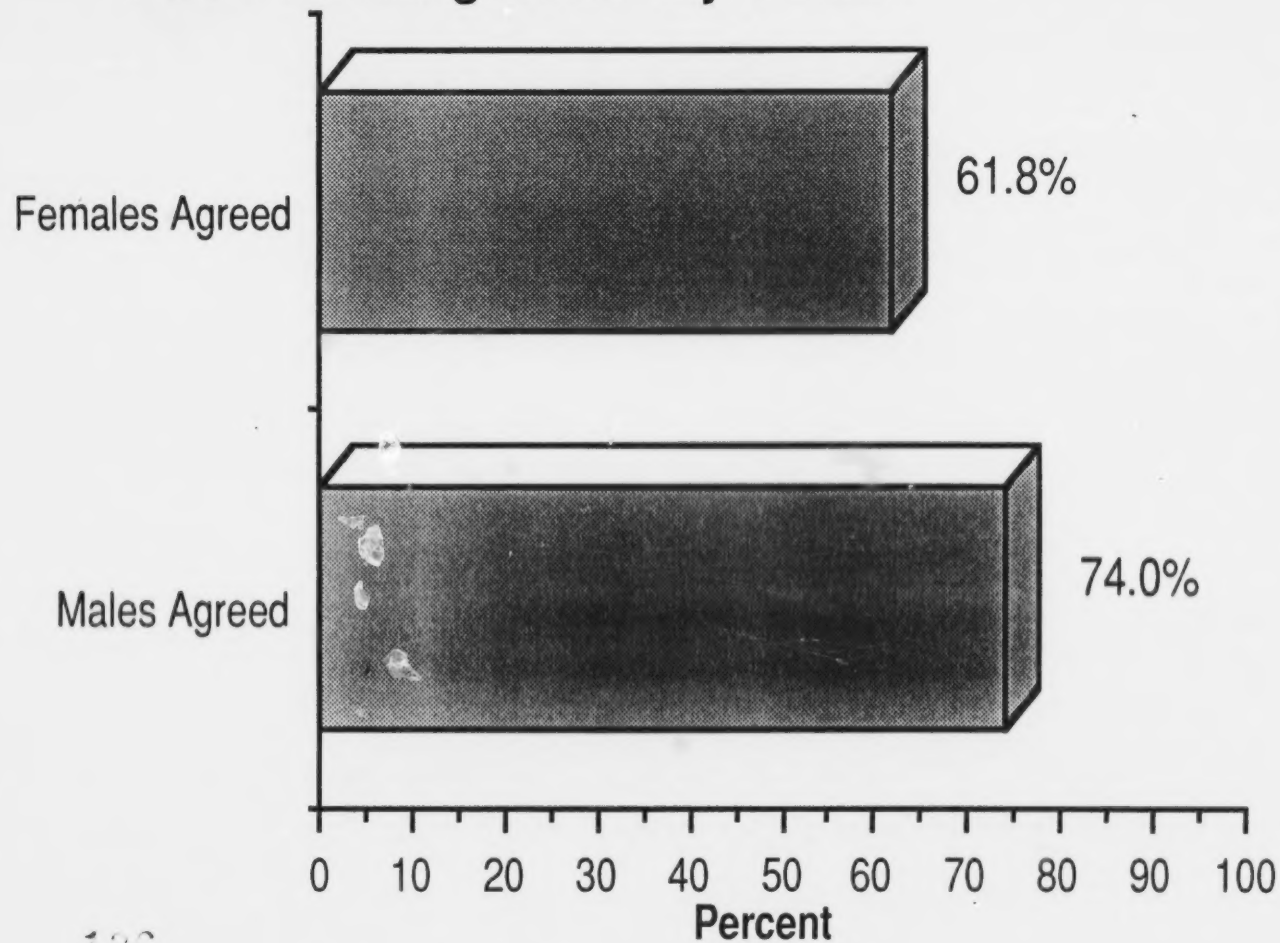
"My Parents Would Support Me in Whatever Career I Choose."



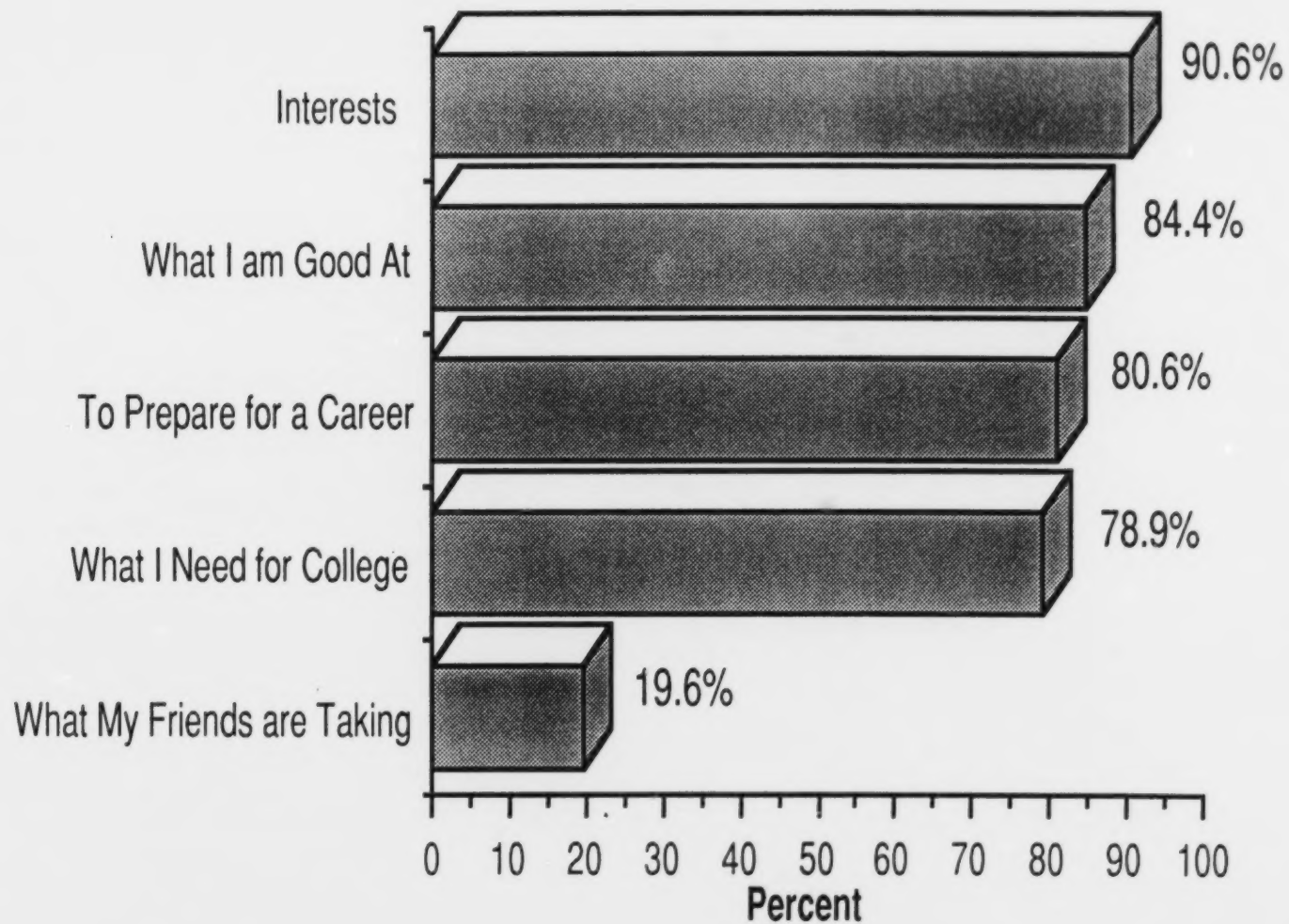
**Middle School Students:
"I Would Like to Find Out More About Possible Careers."**



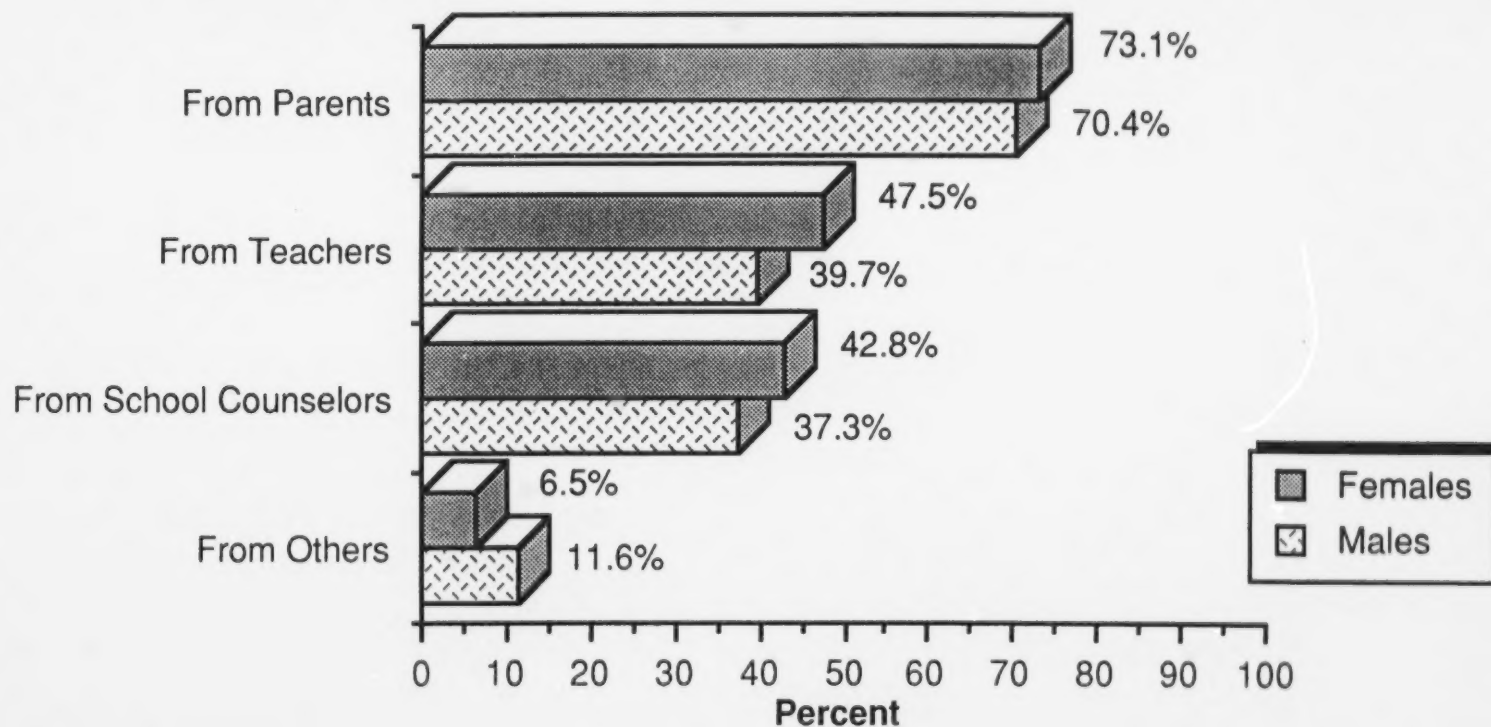
**5th - 7th Graders:
"The Amount of Money I Will Make is Important
When Thinking About My Career."**



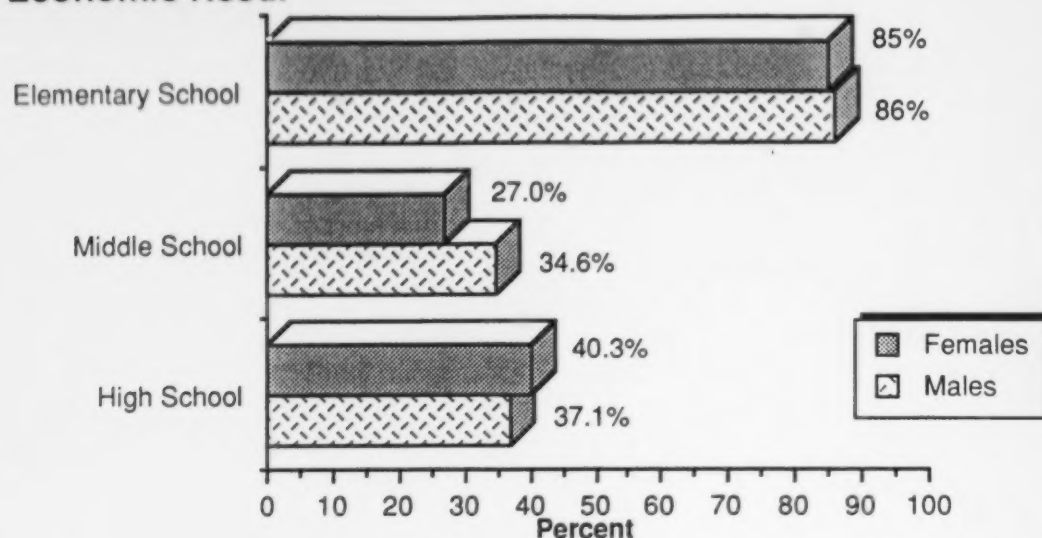
**8th Graders:
"Making Plans for High School Classes Based On:"**



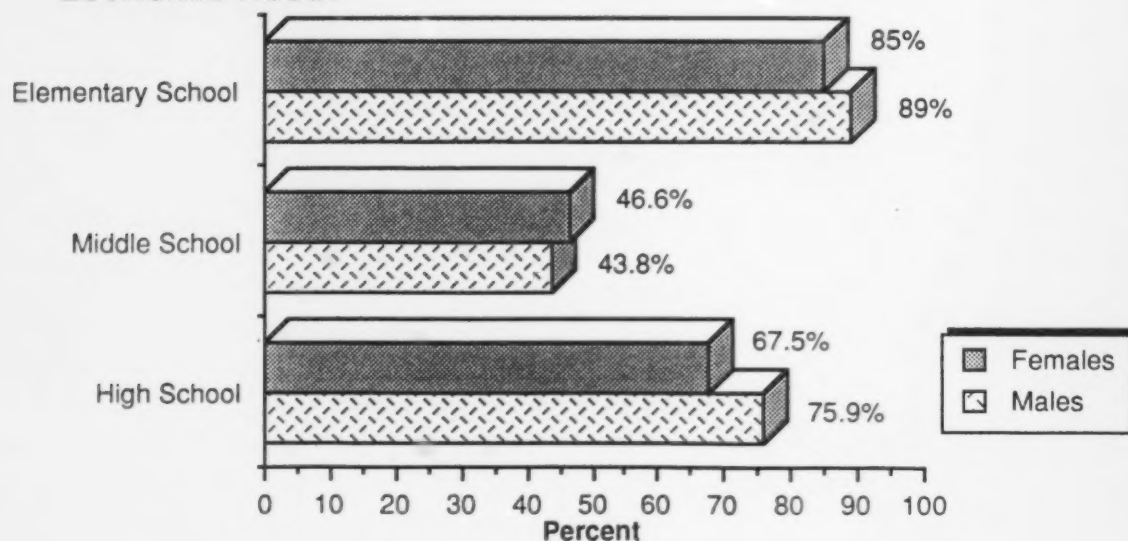
Middle School Students: "Would Seek Help in Career Planning:"



**Students AGREED:
"Women Work Because They Need the Money/or Out of
Economic Need."**

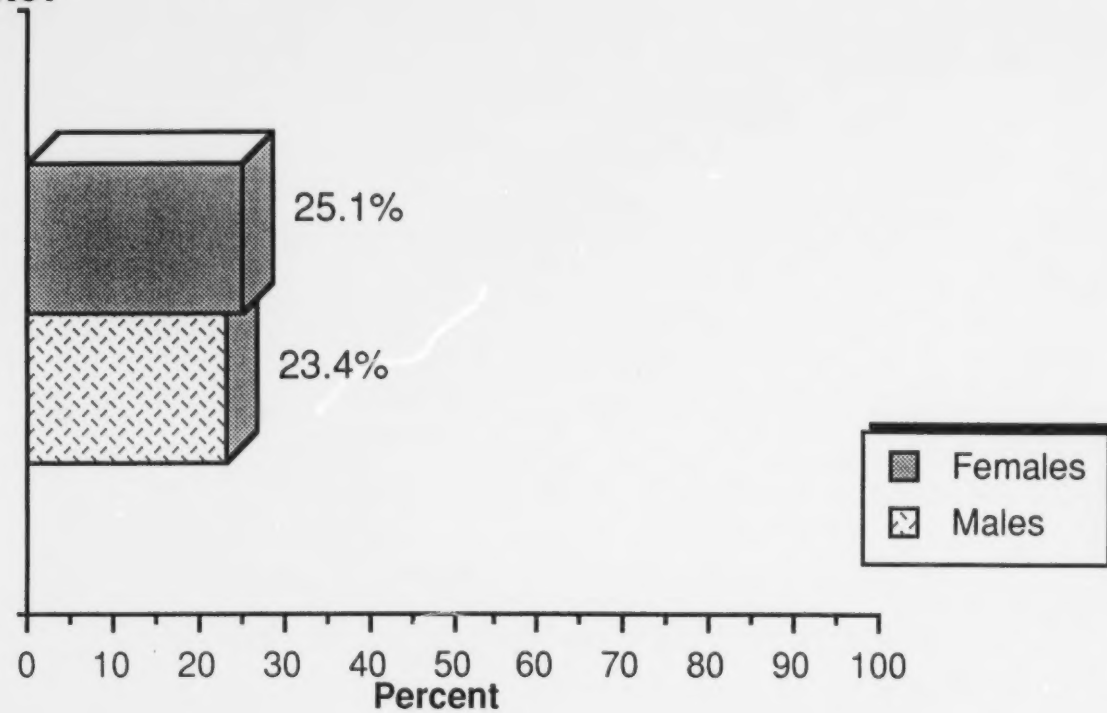


**Students AGREED:
"Men Work Because They Need the Money/or Out of
Economic Need."**



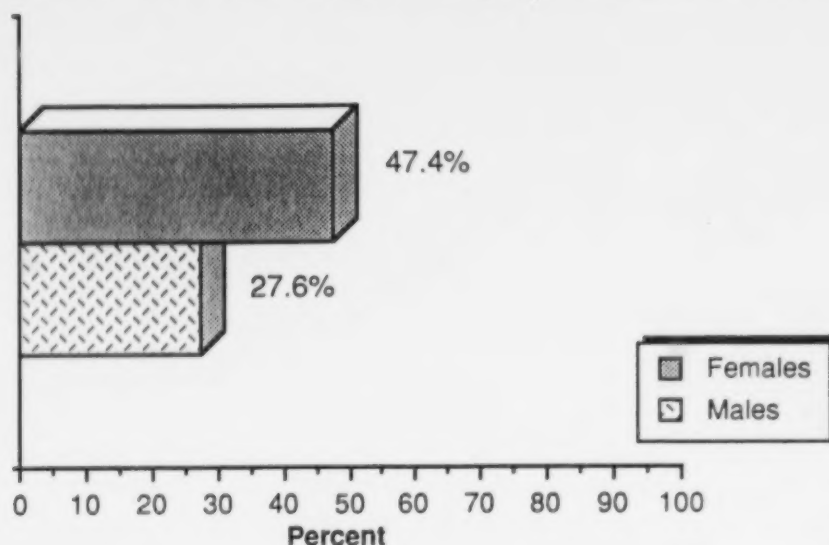
Students AGREED:

"On Average, Women Make 65 Cents For Every Dollar Men Make."



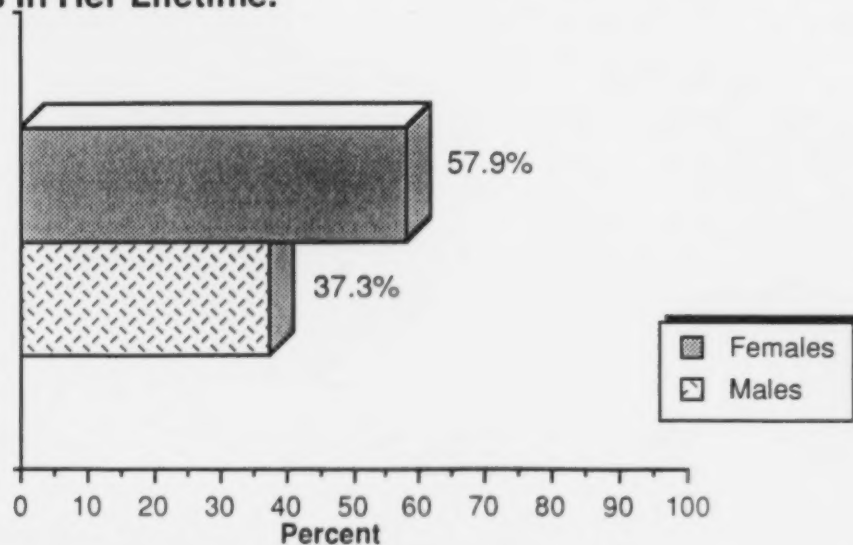
Students AGREED:

"Ninety Percent of Women Work For Pay Most of Their Lives."

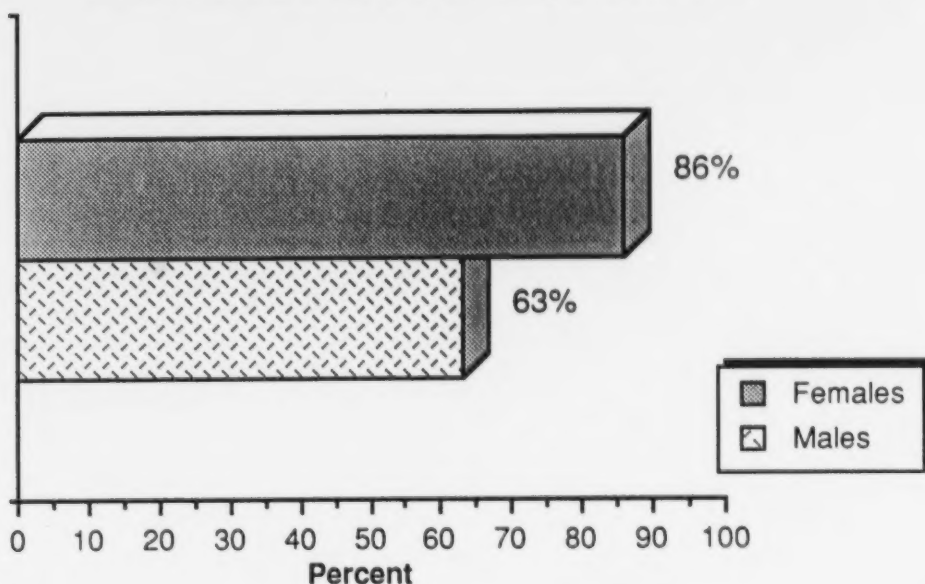


Students AGREED:

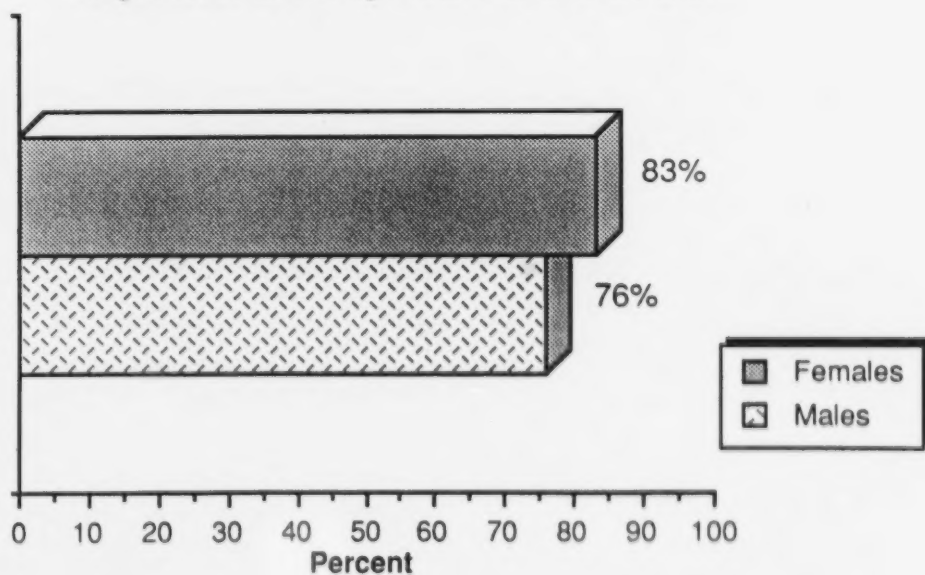
"The Average Women Will Work Outside the Home Between 20-40 Years In Her Lifetime."



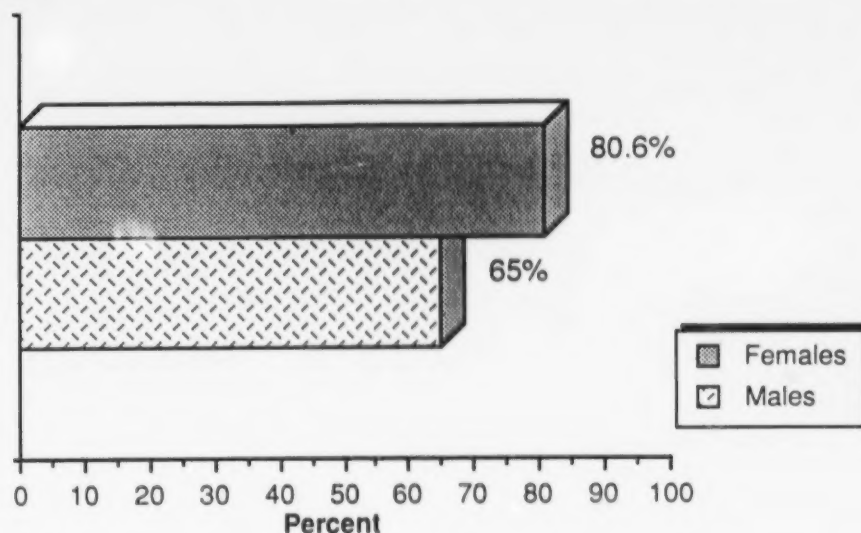
**Elementary Students AGREED:
"Girls Can Do Any Job Boys Can Do."**



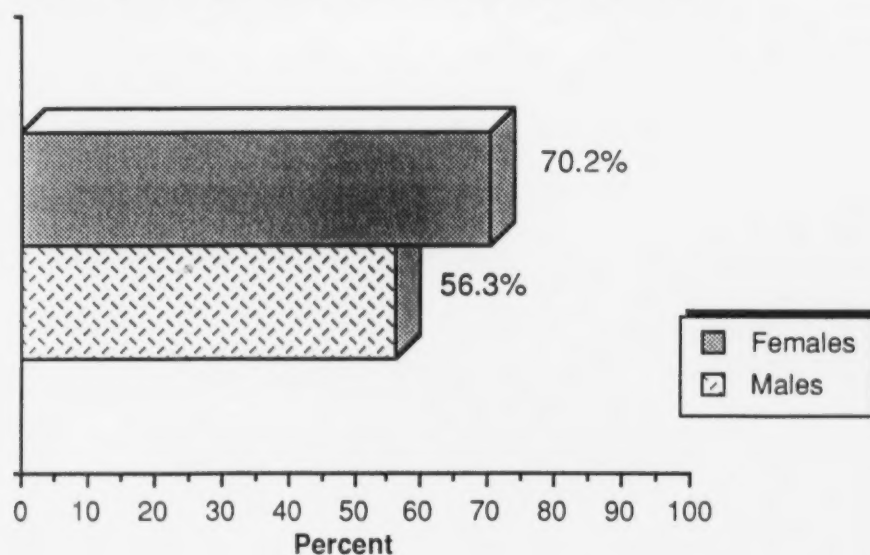
**Elementary Students AGREED:
"Boys Can Do Any Job Girls Can Do."**



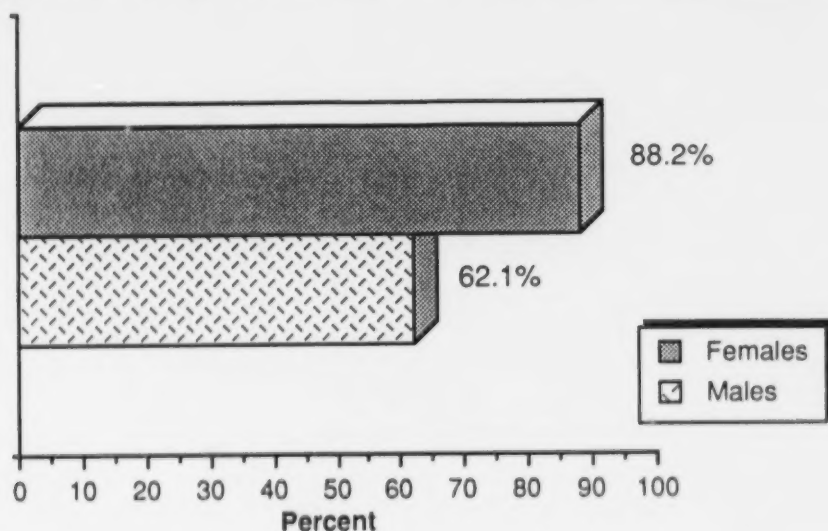
Middle School Students AGREED:
"It Would Be OK With Me If A Woman Was An Auto Mechanic."



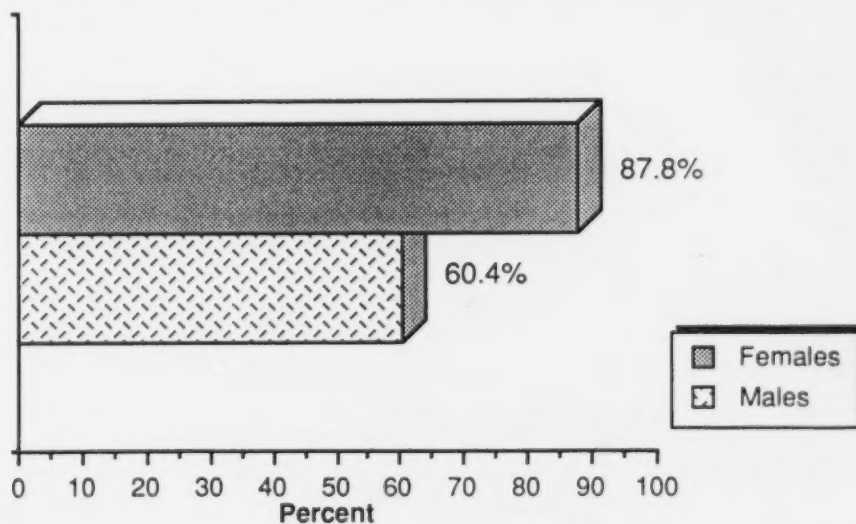
Middle School Students AGREED:
"It Would Be OK With Me If A Man Was A Nurse."



**High School Students AGREED:
"I Would Support A Women's Choice To Become A Carpenter."**



**High School Students AGREED:
"I Would Support A Man's Choice To Become A Nurse."**



Appendix F

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. Being good at math and science will help me be ready for a good job. Omit . . .	30 0.3	9 0.2	17 0.4
(1) Yes.	8401 89.0	4279 89.1	4037 88.9
(2) No	1012 10.7	512 10.7	489 10.8
2. I think doing well in school will help me get a job when I grow up. Omit . . .	25 0.3	12 0.3	9 0.2
(1) Yes.	9174 97.2	4662 97.1	4418 97.2
(2) No	244 2.6	126 2.6	116 2.6
3. At school, I am encouraged to be good at math. Omit . . .	49 0.5	27 0.6	17 0.4
(1) Yes.	7828 82.9	3974 82.8	3778 83.2
(2) No	1566 16.6	799 16.6	748 16.5
4. Sometimes at school different things are expected of boys and girls. Omit . . .	59 0.6	32 0.7	23 0.5
(1) Yes.	5776 61.2	2948 61.4	2766 60.9
(2) No	3608 38.2	1820 37.9	1754 38.6
5. At school, I am encouraged to be good at reading. Omit . . .	46 0.5	17 0.4	24 0.5
(1) Yes.	7991 84.6	4019 83.7	3893 85.7
(2) No	1406 14.9	764 15.9	626 13.8
6. Sometimes at school I get the feeling boys and girls are treated differently. Omit . . .	56 0.6	32 0.7	20 0.4
(1) Yes.	5630 59.6	2860 59.6	2709 59.6
(2) No	3757 39.8	1908 39.8	1814 39.9
7. The main reason people work is because they need the money they earn. Omit . . .	49 0.5	23 0.5	22 0.5
(1) Yes.	7862 83.3	4092 85.3	3693 81.3
(2) No	1532 16.2	685 14.3	828 18.2
8. Today, more women are working at paying jobs than in the past. Omit . . .	81 0.9	35 0.7	40 0.9
(1) Yes.	7007 74.2	3466 72.2	3473 76.4
(2) No	2355 24.9	1299 27.1	1030 22.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.2
Table 7266.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
9.	Some jobs pay more than others. Omit . . .	35 0.4	19 0.4	12 0.3
	(1) Yes.	9107 96.4	4631 96.5	4384 96.5
	(2) No	301 3.2	150 3.1	147 3.2
10.	I believe I will work at a job or career for most of my life. Omit . . .	148 1.6	69 1.4	70 1.5
	(1) Yes.	6873 72.8	3639 75.8	3177 69.9
	(2) No	2422 25.6	1092 22.8	1296 28.5
11.	It is important to me how much money I will earn when I grow up. Omit . . .	73 0.8	25 0.5	44 1.0
	(1) Yes.	6757 71.6	3560 74.2	3127 68.8
	(2) No	2613 27.7	1215 25.3	1372 30.2
12.	I think doctors make more money than secretaries. Omit . . .	90 1.0	36 0.8	48 1.1
	(1) Yes.	7115 75.3	3662 76.3	3384 74.5
	(2) No	2238 23.7	1102 23.0	1111 24.5
13.	Usually the pay is the same for jobs men do and jobs women do. Omit . . .	94 1.0	35 0.7	54 1.2
	(1) Yes.	6233 66.0	3141 65.4	3027 66.6
	(2) No	3116 33.0	1624 33.8	1462 32.2
14.	I think about becoming a medical doctor when I grow up. Omit . . .	70 0.7	29 0.6	37 0.8
	(1) Yes.	1847 19.6	929 19.4	894 19.7
	(2) No	7526 79.7	3842 80.0	3612 79.5
15.	I think about becoming a nurse when I grow up. Omit . . .	71 0.8	7 0.1	26 0.6
	(1) Yes.	1785 18.9	180 3.8	1586 34.9
	(2) No	7587 80.3	4613 96.1	2931 64.5
16.	Today both boys and girls can grow up to be firefighters. Omit . . .	72 0.8	13 0.3	20 0.4
	(1) Yes.	8279 87.7	4223 88.0	4010 88.3
	(2) No	1092 11.6	564 11.8	513 11.3

Annual Composite Report
1989-1992 Evaluation Data

Page A1.3
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
17. Many women work because they need the money.			
Omit . . .	94 1.0	23 0.5	31 0.7
(1) Yes.	8064 85.4	4145 86.4	3867 85.1
(2) No	1285 13.6	632 13.2	645 14.2
18. Many men work because they need the money.			
Omit . . .	99 1.0	25 0.5	34 0.7
(1) Yes.	8192 86.8	4286 89.3	3850 84.7
(2) No	1152 12.2	489 10.2	659 14.5
19. Today more children live in homes with just one parent than in the past.			
Omit . . .	158 1.7	63 1.3	56 1.2
(1) Yes.	4517 47.8	2138 44.5	2354 51.8
(2) No	4768 50.5	2599 54.1	2133 47.0
20. My grandmother works or has worked at a paying job.			
Omit . . .	268 2.8	112 2.3	112 2.5
(1) Yes.	6845 72.5	3534 73.6	3272 72.0
(2) No	2330 24.7	1154 24.0	1159 25.5
21. My family believes it is important that I work at a job when I grow up.			
Omit . . .	105 1.1	27 0.6	39 0.9
(1) Yes.	8500 90.0	4443 92.6	3998 88.0
(2) No	838 8.9	330 6.9	506 11.1
22. I believe that when I grow up both husband and wife will need to work to pay the bills.			
Omit . . .	128 1.4	42 0.9	45 1.0
(1) Yes.	7638 80.9	3806 79.3	3785 83.3
(2) No	1677 17.8	952 19.8	713 15.7
23. It would be okay with my parents if I decided to be a carpenter.			
Omit . . .	130 1.4	48 1.0	39 0.9
(1) Yes.	6316 66.9	3501 72.9	2776 61.1
(2) No	2997 31.7	1251 26.1	1728 38.0
24. It would be okay with my parents if I decided to be a secretary.			
Omit . . .	115 1.2	45 0.9	28 0.6
(1) Yes.	6816 72.2	2860 59.6	3923 86.4
(2) No	2512 26.6	1895 39.5	592 13.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. Doing good work in school is important to me.			
Omit . . .	65 0.7	12 0.3	11 0.2
(1) Yes.	9095 96.3	4599 95.8	4442 97.8
(2) No	283 3.0	189 3.9	90 2.0
26. I feel that I am a leader in my class. Omit . .	113 1.2	26 0.5	45 1.0
(1) Yes.	2981 31.6	1639 34.1	1323 29.1
(2) No	6349 67.2	3135 65.3	3175 69.9
27. I feel boys can do any jobs that girls can do.			
Omit . . .	82 0.9	16 0.3	23 0.5
(1) Yes.	7520 79.6	3726 77.6	3750 82.5
(2) No	1841 19.5	1058 22.0	770 16.9
28. I feel good about myself. Omit . . .	104 1.1	33 0.7	29 0.6
(1) Yes.	8638 91.5	4381 91.3	4212 92.7
(2) No	701 7.4	386 8.0	302 6.6
29. My friends and I talk about what we are going to be when we grow up. Omit . . .	94 1.0	24 0.5	28 0.6
(1) Yes.	5838 61.8	2900 60.4	2899 63.8
(2) No	3511 37.2	1876 39.1	1616 35.6
30. People should choose jobs because they are good at that job. Omit . . .	111 1.2	38 0.8	29 0.6
(1) Yes.	7234 76.6	3795 79.1	3389 74.6
(2) No	2098 22.2	967 20.1	1125 24.8
31. I feel girls can do any job that boys can do.			
Omit . . .	84 0.9	19 0.4	22 0.5
(1) Yes.	6936 73.5	3009 62.7	3889 85.6
(2) No	2423 25.7	1772 36.9	632 13.9
32. I am good at math. Omit . . .	159 1.7	51 1.1	63 1.4
(1) Yes.	7561 80.1	3957 82.4	3561 78.4
(2) No	1723 18.2	792 16.5	919 20.2

Annual Composite Report
1989-1992 Evaluation Data

Page A1.5
Table 7266.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
33.	I am:			
	Omit . . .	100 1.1	0 0.0	0 0.0
	(1) Boy.	4800 50.8	4800 100.0	0 0.0
	(2) Girl	4543 48.1	0 0.0	4543 100.0
34.	The grade I am in is:			
	Omit . . .	879 9.3	464 9.7	401 8.8
	(1) Grade 2.	364 3.9	168 3.5	194 4.3
	(2) Grade 3.	7294 77.2	3701 77.1	3512 77.3
	(3) Grade 4.	906 9.6	467 9.7	436 9.6

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.1
Table 7266.G
Student Career Survey

Item Statement	Grade	2 N %	3 N %	4 N %
1. Being good at math and science will help me be ready for a good job. Omit . . .		3 0.8	17 0.2	5 0.6
(1) Yes.		336 92.3	6458 88.5	822 90.7
(2) No		25 6.9	819 11.2	79 8.7
2. I think doing well in school will help me get a job when I grow up. Omit . . .		2 0.5	12 0.2	2 0.2
(1) Yes.		347 95.3	7095 97.3	895 98.8
(2) No		15 4.1	187 2.6	9 1.0
3. At school, I am encouraged to be good at math. Omit . . .		3 0.8	33 0.5	6 0.7
(1) Yes.		320 87.9	6064 83.1	709 78.3
(2) No		41 11.3	1197 16.4	191 21.1
4. Sometimes at school different things are expected of boys and girls. Omit . . .		4 1.1	42 0.6	5 0.6
(1) Yes.		217 59.6	4448 61.0	570 62.9
(2) No		143 39.3	2804 38.4	331 36.5
5. At school, I am encouraged to be good at reading. Omit . . .		2 0.5	27 0.4	9 1.0
(1) Yes.		332 91.2	6197 85.0	715 78.9
(2) No		30 8.2	1070 14.7	182 20.1
6. Sometimes at school I get the feeling boys and girls are treated differently. Omit . . .		3 0.8	32 0.4	11 1.2
(1) Yes.		235 64.6	4353 59.7	537 59.3
(2) No		126 34.6	2909 39.9	358 39.5
7. The main reason people work is because they need the money they earn. Omit . . .		2 0.5	31 0.4	7 0.8
(1) Yes.		324 89.0	6122 83.9	702 77.5
(2) No		38 10.4	1141 15.6	197 21.7
8. Today, more women are working at paying jobs than in the past. Omit . . .		2 0.5	58 0.8	9 1.0
(1) Yes.		262 72.0	5366 73.6	726 80.1
(2) No		100 27.5	1870 25.6	171 18.9

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7266.G
Student Career Survey

Item Statement		Grade	2 N %	3 N %	4 N %
9.	Some jobs pay more than others.	Omit . . .	1 0.3	22 0.3	4 0.4
	(1) Yes.		342 94.0	7036 96.5	885 97.7
	(2) No		21 5.8	236 3.2	17 1.9
10.	I believe I will work at a job or career for most of my life.	Omit . . .	1 0.3	102 1.4	9 1.0
	(1) Yes.		250 68.7	5296 72.6	712 78.6
	(2) No		113 31.0	1896 26.0	185 20.4
11.	It is important to me how much money I will earn when I grow up.	Omit . . .	2 0.5	48 0.7	12 1.3
	(1) Yes.		260 71.4	5258 72.1	615 67.9
	(2) No		102 28.0	1988 27.3	279 30.8
12.	I think doctors make more money than secretaries.	Omit . . .	4 1.1	62 0.9	14 1.5
	(1) Yes.		219 60.2	5519 75.7	730 80.6
	(2) No		141 38.7	1713 23.5	162 17.9
13.	Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	2 0.5	66 0.9	16 1.8
	(1) Yes.		214 58.8	4781 65.5	632 69.8
	(2) No		148 40.7	2447 33.5	258 28.5
14.	I think about becoming a medical doctor when I grow up.	Omit . . .	1 0.3	46 0.6	16 1.8
	(1) Yes.		74 20.3	1412 19.4	156 17.2
	(2) No		289 79.4	5836 80.0	734 81.0
15.	I think about becoming a nurse when I grow up.	Omit . . .	3 0.8	52 0.7	6 0.7
	(1) Yes.		81 22.3	1400 19.2	121 13.4
	(2) No		280 76.9	5842 80.1	779 86.0
16.	Today both boys and girls can grow up to be firefighters.	Omit . . .	3 0.8	56 0.8	5 0.6
	(1) Yes.		321 88.2	6381 87.5	812 89.6
	(2) No		40 11.0	857 11.7	89 9.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.3
Table 7266.G
Student Career Survey

Item Statement	Grade	2 N %	3 N %	4 N %
17. Many women work because they need the money.				
Omit . . .		2 0.5	70 1.0	6 0.7
(1) Yes.		332 91.2	6242 85.6	761 84.0
(2) No		30 8.2	982 13.5	139 15.3
18. Many men work because they need the money.				
Omit . . .		6 1.6	73 1.0	8 0.9
(1) Yes.		331 90.9	6338 86.9	769 84.9
(2) No		27 7.4	883 12.1	129 14.2
19. Today more children live in homes with just one parent than in the past.				
Omit . . .		4 1.1	119 1.6	26 2.9
(1) Yes.		159 43.7	3498 48.0	505 55.7
(2) No		201 55.2	3677 50.4	375 41.4
20. My grandmother works or has worked at a paying job.				
Omit . . .		3 0.8	194 2.7	28 3.1
(1) Yes.		253 69.5	5249 72.0	698 77.0
(2) No		108 29.7	1851 25.4	180 19.9
21. My family believes it is important that I work at a job when I grow up.				
Omit . . .		3 0.8	80 1.1	11 1.2
(1) Yes.		328 90.1	6550 89.8	833 91.9
(2) No		33 9.1	664 9.1	62 6.8
22. I believe that when I grow up both husband and wife will need to work to pay the bills.				
Omit .		3 0.8	94 1.3	18 2.0
(1) Yes.		310 85.2	5875 80.5	737 81.3
(2) No		51 14.0	1325 18.2	151 16.7
23. It would be okay with my parents if I decided to be a carpenter.				
Omit . . .		4 1.1	101 1.4	16 1.8
(1) Yes.		233 64.0	4828 66.2	638 70.4
(2) No		127 34.9	2365 32.4	252 27.8
24. It would be okay with my parents if I decided to be a secretary.				
Omit . . .		1 0.3	89 1.2	17 1.9
(1) Yes.		269 73.9	5257 72.1	662 73.1
(2) No		94 25.8	1948 26.7	227 25.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7266.G
Student Career Survey

Item Statement	Grade	2 N %	3 N %	4 N %
25. Doing good work in school is important to me.				
Omit . . .		1 0.3	50 0.7	5 0.6
(1) Yes.		351 96.4	7032 96.4	869 95.9
(2) No		12 3.3	212 2.9	32 3.5
26. I feel that I am a leader in my class. Omit . .		4 1.1	84 1.2	17 1.9
(1) Yes.		138 37.9	2351 32.2	221 24.4
(2) No		222 61.0	4859 66.6	668 73.7
27. I feel boys can do any jobs that girls can do.				
Omit . . .		3 0.8	65 0.9	8 0.9
(1) Yes.		296 81.3	5772 79.1	730 80.6
(2) No		65 17.9	1457 20.0	168 18.5
28. I feel good about myself. Omit . . .		2 0.5	78 1.1	13 1.4
(1) Yes.		336 92.3	6669 91.4	818 90.3
(2) No		26 7.1	547 7.5	75 8.3
29. My friends and I talk about what we are going to be when we grow up. Omit . . .		2 0.5	77 1.1	3 0.3
(1) Yes.		214 58.8	4556 62.5	528 58.3
(2) No		148 40.7	2661 36.5	375 41.4
30. People should choose jobs because they are good at that job. Omit . . .		4 1.1	75 1.0	16 1.8
(1) Yes.		293 80.5	5611 76.9	668 73.7
(2) No		67 18.4	1608 22.0	222 24.5
31. I feel girls can do any job that boys can do.				
Omit . . .		2 0.5	62 0.9	9 1.0
(1) Yes.		278 76.4	5315 72.9	670 74.0
(2) No		84 23.1	1917 26.3	227 25.1
32. I am good at math. Omit . . .		4 1.1	114 1.6	19 2.1
(1) Yes.		306 84.1	5838 80.0	682 75.3
(2) No		54 14.8	1342 18.4	205 22.6

Annual Composite Report
1989-1992 Evaluation Data

Page B1.5
Table 7266.G
Student Career Survey

Item Statement		Grade	2 N %	3 N %	4 N %
33.	I am:	Omit . . .	2 0.5	81 1.1	3 0.3
	(1) Boy.		168 46.2	3701 50.7	467 51.5
	(2) Girl		194 53.3	3512 48.1	436 48.1
34.	The grade I am in is:	Omit . . .	0 0.0	0 0.0	0 0.0
	(1) Grade 2.		364 100.0	0 0.0	0 0.0
	(2) Grade 3.		0 0.0	7294 100.0	0 0.0
	(3) Grade 4.		0 0.0	0 0.0	906 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. Math is one of my favorite subjects. Omit. . .	6 0.1	2 0.1	4 0.1
(1) I disagree	1878 24.2	874 22.5	970 25.6
(2) Unsure	1708 22.0	836 21.5	855 22.6
(3) I agree.	4178 53.8	2179 56.0	1961 51.7
2. Girls are often better at math than boys. Omit. . .	4 0.1	1 0.0	3 0.1
(1) I disagree	3547 45.6	2132 54.8	1375 36.3
(2) Unsure	3198 41.2	1426 36.6	1736 45.8
(3) I agree.	1021 13.1	332 8.5	676 17.8
3. Being good at math will help me get a job in the future. Omit. . .	11 0.1	5 0.1	6 0.2
(1) I disagree	197 2.5	109 2.8	85 2.2
(2) Unsure	1218 15.7	655 16.8	544 14.4
(3) I agree.	6344 81.6	3122 80.2	3155 83.2
4. In our school, both boys and girls are treated the same. Omit. . .	24 0.3	8 0.2	15 0.4
(1) I disagree	1451 18.7	805 20.7	620 16.4
(2) Unsure	1839 23.7	949 24.4	872 23.0
(3) I agree.	4456 57.3	2129 54.7	2283 60.2
5. I think my school gives boys and girls the same chances. Omit. . .	27 0.3	14 0.4	11 0.3
(1) I disagree	1030 13.3	548 14.1	468 12.3
(2) Unsure	1677 21.6	787 20.2	866 22.8
(3) I agree.	5036 64.8	2542 65.3	2445 64.5
6. It is important that girls learn to be leaders. Omit. . .	43 0.6	15 0.4	26 0.7
(1) I disagree	2181 28.1	1230 31.6	911 24.0
(2) Unsure	2619 33.7	1407 36.2	1187 31.3
(3) I agree.	2927 37.7	1239 31.8	1666 44.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.2
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Both boys and girls should be developing math, science, and computer skills.			
Omit. . .	28 0.4	12 0.3	15 0.4
(1) I disagree	317 4.1	162 4.2	147 3.9
(2) Unsure	1219 15.7	586 15.1	619 16.3
(3) I agree.	6206 79.9	3131 80.5	3009 79.4
8. It is important that boys learn to be leaders.			
Omit. . .	45 0.6	21 0.5	23 0.6
(1) I disagree	1658 21.3	534 13.7	1101 29.1
(2) Unsure	2331 30.0	1027 26.4	1277 33.7
(3) I agree.	3736 48.1	2309 59.3	1389 36.6
9. Generally, teachers expect the same things of girls and boys.			
Omit. . .	37 0.5	13 0.3	22 0.6
(1) I disagree	911 11.7	537 13.8	360 9.5
(2) Unsure	1299 16.7	673 17.3	609 16.1
(3) I agree.	5523 71.1	2668 68.6	2799 73.9
10. In school I am encouraged to do good work in math.			
Omit. . .	17 0.2	7 0.2	7 0.2
(1) I disagree	323 4.2	192 4.9	124 3.3
(2) Unsure	1031 13.3	569 14.6	440 11.6
(3) I agree.	6399 82.4	3123 80.3	3219 84.9
11. In school I am encouraged to do good work in science.			
Omit. . .	21 0.3	10 0.3	5 0.1
(1) I disagree	335 4.3	186 4.8	139 3.7
(2) Unsure	1186 15.3	644 16.6	525 13.9
(3) I agree.	6228 80.2	3051 78.4	3121 82.3
12. In school I am encouraged to do good work in reading.			
Omit. . .	23 0.3	11 0.3	8 0.2
(1) I disagree	341 4.4	208 5.3	127 3.4
(2) Unsure	1110 14.3	618 15.9	469 12.4
(3) I agree.	6296 81.0	3054 78.5	3186 84.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.3
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
13.	Doing good work in school is important to me.			
	Omit. . .	17 0.2	8 0.2	6 0.2
	(1) I disagree	162 2.1	108 2.8	47 1.2
	(2) Unsure	651 8.4	390 10.0	248 6.5
	(3) I agree.	6940 89.3	3385 87.0	3489 92.1
14.	In school we learn about different careers.			
	Omit. . .	18 0.2	10 0.3	5 0.1
	(1) I disagree	1371 17.6	667 17.1	681 18.0
	(2) Unsure	2685 34.6	1248 32.1	1412 37.3
	(3) I agree.	3696 47.6	1966 50.5	1692 44.6
15.	Men often are paid more than women for doing the same job.			
	Omit. . .	28 0.4	13 0.3	11 0.3
	(1) I disagree	3534 45.5	1732 44.5	1753 46.3
	(2) Unsure	2812 36.2	1448 37.2	1341 35.4
	(3) I agree.	1396 18.0	698 17.9	685 18.1
16.	Teachers have helped me think about careers.			
	Omit. . .	42 0.5	18 0.5	20 0.5
	(1) I disagree	2131 27.4	1107 28.5	991 26.1
	(2) Unsure	2088 26.9	1029 26.4	1032 27.2
	(3) I agree.	3509 45.2	1737 44.6	1747 46.1
17.	Most women work because they need the money.			
	Omit. . .	46 0.6	20 0.5	21 0.6
	(1) I disagree	2272 29.2	860 22.1	1385 36.5
	(2) Unsure	2816 36.2	1489 38.3	1306 34.5
	(3) I agree.	2636 33.9	1522 39.1	1078 28.4
18.	The amount of money I will make is important to me when I think about career.			
	Omit. . .	26 0.3	12 0.3	10 0.3
	(1) I disagree	849 10.9	330 8.5	507 13.4
	(2) Unsure	1617 20.8	671 17.2	931 24.6
	(3) I agree.	5278 67.9	2878 74.0	2342 61.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. It would be okay with me if a man was a nurse. Omit.	25 0.3	10 0.3	11 0.3
(1) I disagree	1313 16.9	806 20.7	488 12.9
(2) Unsure	1528 19.7	883 22.7	630 16.6
(3) I agree.	4904 63.1	2192 56.3	2661 70.2
20. It would be okay with me if a woman was an auto mechanic. Omit.	14 0.2	3 0.1	7 0.2
(1) I disagree	852 11.0	611 15.7	228 6.0
(2) Unsure	1259 16.2	747 19.2	499 13.2
(3) I agree.	5645 72.7	2530 65.0	3056 80.6
21. I would consider becoming a carpenter. Omit	32 0.4	2 0.1	1 0.0
(1) I disagree	4803 61.8	2060 52.9	2709 71.5
(2) Unsure	1822 23.4	1029 26.4	781 20.6
(3) I agree.	1113 14.3	800 20.6	299 7.9
22. I would consider becoming a secretary. Omit	40 0.5	7 0.2	4 0.1
(1) I disagree	3888 50.0	2854 73.3	1005 26.5
(2) Unsure	2257 29.0	832 21.4	1407 37.1
(3) I agree.	1585 20.4	198 5.1	1374 36.3
23. Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit.	39 0.5	2 0.1	7 0.2
(1) I disagree	390 5.0	180 4.6	198 5.2
(2) Unsure	1555 20.0	589 15.1	949 25.0
(3) I agree.	5786 74.5	3120 80.2	2636 69.6
24. I feel the work I do in school is preparing me for jobs of the future. Omit.	55 0.7	14 0.4	12 0.3
(1) I disagree	443 5.7	250 6.4	185 4.9
(2) Unsure	1270 16.3	650 16.7	609 16.1
(3) I agree.	6002 77.2	2977 76.5	2884 78.7

Annual Composite Report
1989-1992 Evaluation Data

Page A1.5
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. I would consider owning my own business. Omit.	55 0.7	15 0.4	9 0.2
(1) I disagree	1164 15.0	567 14.6	586 15.5
(2) Unsure	2541 32.7	1181 30.4	1340 35.4
(3) I agree.	4010 51.6	2128 54.7	1855 48.9
26. Boys should be able to have any job. Omit. . .	44 0.6	6 0.2	9 0.2
(1) I disagree	1119 14.4	631 16.2	478 12.6
(2) Unsure	1283 16.5	722 18.6	549 14.5
(3) I agree.	5324 68.5	2532 65.1	2754 72.7
27. Girls should be able to have any job. Omit. .	57 0.7	12 0.3	15 0.4
(1) I disagree	1297 16.7	943 24.2	345 9.1
(2) Unsure	1278 16.4	806 20.7	460 12.1
(3) I agree.	5138 66.1	2130 54.7	2970 78.4
28. Most men work because they need the money. Omit. . .	83 1.1	19 0.5	35 0.9
(1) I disagree	1847 23.8	886 22.8	940 24.8
(2) Unsure	2869 36.9	1267 32.6	1587 41.9
(3) I agree.	2971 38.2	1719 44.2	1228 32.4
29. I believe I will work at a paying job most of my life. Omit. . .	56 0.7	16 0.4	11 0.3
(1) I disagree	365 4.7	166 4.3	195 5.1
(2) Unsure	2194 28.2	955 24.5	1216 32.1
(3) I agree.	5155 66.3	2754 70.8	2368 62.5
30. Women work at paid jobs nearly as many years as men. Omit. . .	46 0.6	7 0.2	7 0.2
(1) I disagree	1098 14.1	669 17.2	413 10.9
(2) Unsure	3221 41.5	1660 42.7	1542 40.7
(3) I agree.	3405 43.8	1555 40.0	1828 48.2

Annual Composite Report
1989-1992 Evaluation Data

Page A1.6
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. More and more children live in homes with just one parent. Omit. . .	58 0.7	13 0.3	13 0.3
(1) I disagree	762 9.8	488 12.5	268 7.1
(2) Unsure	2982 38.4	1573 40.4	1388 36.6
(3) I agree.	3968 51.1	1817 46.7	2121 56.0
32. I plan to have a job. Omit. . .	60 0.8	12 0.3	13 0.3
(1) I disagree	72 0.9	49 1.3	22 0.6
(2) Unsure	265 3.4	136 3.5	122 3.2
(3) I agree.	7373 94.9	3694 94.9	3633 95.9
33. I plan to have a family and a job. Omit. . .	59 0.8	16 0.4	11 0.3
(1) I disagree	327 4.2	194 5.0	127 3.4
(2) Unsure	1403 18.1	762 19.6	630 16.6
(3) I agree.	5981 77.0	2919 75.0	3022 79.7
34. I have learned about different jobs from watching television. Omit. . .	48 0.6	9 0.2	7 0.2
(1) I disagree	1023 13.2	496 12.7	520 13.7
(2) Unsure	1510 19.4	674 17.3	822 21.7
(3) I agree.	5189 66.8	2712 69.7	2441 64.4
35. My family has helped me plan what I should be when I grow up. Omit. . .	63 0.8	14 0.4	16 0.4
(1) I disagree	2418 31.1	1149 29.5	1253 33.1
(2) Unsure	2047 26.3	1013 26.0	1018 26.9
(3) I agree.	3242 41.7	1715 44.1	1503 39.7
36. In our family, males and females share work at home. Omit. . .	67 0.9	21 0.5	9 0.2
(1) I disagree	1095 14.1	536 13.8	546 14.4
(2) Unsure	1010 13.0	549 14.1	456 12.0
(3) I agree.	5598 72.0	2785 71.6	2779 73.3

Annual Composite Report
1989-1992 Evaluation Data

Page A1.7
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
37.	I feel good about myself. Omit. . .	56 0.7	8 0.2	10 0.3
	(1) I disagree	284 3.7	143 3.7	136 3.6
	(2) Unsure	1136 14.6	492 12.6	631 16.6
	(3) I agree.	6294 81.0	3248 83.5	3013 79.5
38.	I feel that I could be whatever I want to be when I grow up. Omit. . .	53 0.7	10 0.3	6 0
	(1) I disagree	427 5.5	266 6.8	157 4.1
	(2) Unsure	1127 14.5	636 16.3	476 12.6
	(3) I agree.	6163 79.3	2979 76.6	3151 83.1
39.	The way I feel about myself affects how well I do something. Omit. . .	68 0.9	16 0.4	15 0.4
	(1) I disagree	551 7.1	296 7.6	246 6.5
	(2) Unsure	1529 19.7	768 19.7	750 19.8
	(3) I agree.	5622 72.4	2811 72.2	2779 73.3
40.	I enjoy learning to do new things. Omit. . .	62 0.8	11 0.3	12 0.3
	(1) I disagree	202 2.6	140 3.6	58 1.5
	(2) Unsure	1039 13.4	587 15.1	442 11.7
	(3) I agree.	6467 83.2	3153 81.0	3278 86.5
41.	My friends and I talk about what we will be when we grow up. Omit. . .	58 0.7	6 0.2	14 0.4
	(1) I disagree	1846 23.8	1030 26.5	802 21.2
	(2) Unsure	1631 21.0	813 20.9	805 21.2
	(3) I agree.	4235 54.5	2042 52.5	2169 57.2
42.	The career I choose is important to my parents. Omit. . .	84 1.1	21 0.5	23 0.6
	(1) I disagree	1293 16.6	642 16.5	644 17.0
	(2) Unsure	2737 35.2	1280 32.9	1439 38.0
	(3) I agree.	3656 47.1	1948 50.1	1684 44.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.8
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
43.	My parents would support me in whatever career I choose.			
	Omit. . .	84 1.1	21 0.5	23 0.6
	(1) I disagree	426 5.5	258 6.6	160 4.2
	(2) Unsure	1702 21.9	890 22.9	799 21.1
	(3) I agree.	5558 71.5	2722 70.0	2808 74.1
44.	I think people should choose careers they think they would be good at.			
	Omit. . .	73 0.9	16 0.4	16 0.4
	(1) I disagree	424 5.5	205 5.3	211 5.6
	(2) Unsure	1092 14.1	477 12.3	606 16.0
	(3) I agree.	6181 79.5	3193 82.1	2957 78.0
45.	Check one:			
	Omit. . .	87 1.1	0 0.0	0 0.0
	(1) Male	3891 50.1	3891 100.0	0 0.0
	(2) Female	3790 48.8	0 0.0	3790 100.0
46.	Check the grade you are in:			
	Omit. . .	7 0.1	3 0.1	4 0.1
	(1) 5th grade.	1188 15.3	626 16.1	552 14.6
	(2) 6th grade.	6310 81.2	3142 80.8	3095 81.7
	(3) 7th grade.	265 3.4	120 3.1	139 3.7

Annual Composite Report
1989-1992 Evaluation Data

Page B1.1
Table 7267.G
Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
1. Math is one of my favorite subjects. Omit. . .		0 0.0	4 0.1	2 0.8
(1) I disagree		194 16.3	1587 25.2	96 36.2
(2) Unsure		259 21.8	1393 22.1	54 20.4
(3) I agree.		735 61.9	3326 52.7	113 42.6
2. Girls often are better at math than boys. Omit. . .		0 0.0	4 0.1	0 0.0
(1) I disagree		593 49.9	2846 45.1	107 40.4
(2) Unsure		476 40.1	2604 41.3	113 42.6
(3) I agree.		119 10.0	856 13.6	45 17.0
3. Being good at math will help me get a job in the future. Omit. . .		0 0.0	11 0.2	0 0.0
(1) I disagree		21 1.8	165 2.6	11 4.2
(2) Unsure		204 17.2	974 15.4	40 15.1
(3) I agree.		963 81.1	5160 81.8	214 80.8
4. In our school, both boys and girls are treated the same. Omit. . .		3 0.3	19 0.3	2 0.8
(1) I disagree		177 14.9	1193 18.9	79 29.8
(2) Unsure		242 20.4	1523 24.1	73 27.5
(3) I agree.		766 64.5	3575 56.7	111 41.9
5. I think my school gives boys and girls the same chances. Omit. . .		4 0.3	22 0.3	1 0.4
(1) I disagree		110 9.3	869 13.8	51 19.2
(2) Unsure		240 20.2	1368 21.7	68 25.7
(3) I agree.		834 70.2	4051 64.2	145 54.7
6. It is important that girls learn to be leaders. Omit. . .		6 0.5	36 0.6	1 0.4
(1) I disagree		394 33.2	1748 27.7	39 14.7
(2) Unsure		417 35.1	2120 33.6	81 30.6
(3) I agree.		371 31.2	2406 38.1	144 54.3

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7267.G
Student Career Survey

Item Statement	Grade	5	6	7
		N %	N %	N %
7. Both boys and girls should be developing math, science, and computer skills. Omit. . .		2 0.2	25 0.4	1 0.4
(1) I disagree		34 2.9	269 4.3	14 5.3
(2) Unsure		193 16.2	992 15.7	34 12.8
(3) I agree.		959 80.7	5024 79.6	216 81.5
8. It is important that boys learn to be leaders. Omit. . .		9 0.8	35 0.6	1 0.4
(1) I disagree		300 25.3	1330 21.1	28 10.6
(2) Unsure		362 30.5	1899 30.1	70 26.4
(3) I agree.		517 43.5	3046 48.3	166 62.6
9. Generally, teachers expect the same things of girls and boys. Omit. . .		10 0.8	26 0.4	1 0.4
(1) I disagree		110 9.3	743 11.8	58 21.9
(2) Unsure		203 17.1	1052 16.7	43 16.2
(3) I agree.		865 72.8	4489 71.1	163 61.5
10. In school I am encouraged to do good work in math. Omit. . .		1 0.1	15 0.2	1 0.4
(1) I disagree		36 3.0	271 4.3	16 6.0
(2) Unsure		176 14.8	814 12.9	41 15.5
(3) I agree.		975 82.1	5210 82.6	207 78.1
11. In school I am encouraged to do good work in science. Omit. . .		4 0.3	16 0.3	1 0.4
(1) I disagree		52 4.4	261 4.1	22 8.3
(2) Unsure		226 19.0	912 14.5	48 18.1
(3) I agree.		906 76.3	5121 81.2	194 73.2
12. In school I am encouraged to do good work in reading. Omit. . .		1 0.1	21 0.3	1 0.4
(1) I disagree		47 4.0	273 4.3	21 7.9
(2) Unsure		179 15.1	874 13.9	57 21.5
(3) I agree.		961 80.9	5142 81.5	186 70.2

Annual Composite Report
1989-1992 Evaluation Data

Page B1.3
Table 7267.G
Student Career Survey

Item Statement	Grade	5	6	7
		N %	N %	N %
13. Doing good work in school is important to me.				
Omit. . .		3 0.3	12 0.2	2 0.8
(1) I disagree		16 1.3	134 2.1	12 4.5
(2) Unsure		57 4.8	566 9.0	28 10.6
(3) I agree.		1112 93.6	5598 88.7	223 84.2
14. In school we learn about different careers.				
Omit. . .		2 0.2	15 0.2	1 0.4
(1) I disagree		180 15.2	1102 17.5	86 32.5
(2) Unsure		453 38.1	2149 34.1	82 30.9
(3) I agree.		553 46.5	3044 48.2	96 36.2
15. Men often are paid more than women for doing the same job.				
Omit. . .		6 0.5	20 0.3	2 0.8
(1) I disagree		625 52.6	2826 44.8	81 30.6
(2) Unsure		399 33.6	2308 36.6	103 38.9
(3) I agree.		158 13.3	1156 18.3	79 29.8
16. Teachers have helped me think about careers.				
Omit. . .		7 0.6	34 0.5	1 0.4
(1) I disagree		245 20.6	1770 28.1	115 43.4
(2) Unsure		316 26.6	1700 26.9	71 26.8
(3) I agree.		620 52.2	2806 44.5	78 29.4
17. Most women work because they need the money.				
Omit. . .		10 0.8	34 0.5	2 0.8
(1) I disagree		336 28.3	1850 29.3	86 32.5
(2) Unsure		431 36.3	2284 36.2	101 38.1
(3) I agree.		411 34.6	2142 33.9	76 28.7
18. The amount of money I will make is important to me when I think about careers.				
Omit. . .		2 0.2	23 0.4	1 0.4
(1) I disagree		152 12.8	671 10.6	26 9.8
(2) Unsure		283 23.8	1284 20.3	48 18.1
(3) I agree.		751 63.2	4332 68.7	190 71.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7267.G
Student Career Survey

Item Statement	Grade		
	5 N %	6 N %	7 N %
19. It would be okay with me if a man was a nurse. Omit.	3 0.3	21 0.3	1 0.4
(1) I disagree	235 19.8	1036 16.4	41 15.5
(2) Unsure	224 18.9	1253 19.9	50 18.9
(3) I agree.	726 61.1	4000 63.4	173 65.3
20. It would be okay with me if a woman was an auto mechanic. Omit.	1 0.1	12 0.2	1 0.4
(1) I disagree	132 11.1	693 11.0	27 10.2
(2) Unsure	212 17.8	1014 16.1	33 12.5
(3) I agree.	843 71.0	4591 72.8	204 77.0
21. I would consider becoming a carpenter. Omit	3 0.3	23 0.4	5 1.9
(1) I disagree	709 59.7	3932 62.3	160 60.4
(2) Unsure	313 26.3	1453 23.0	54 20.4
(3) I agree.	163 13.7	902 14.3	46 17.4
22. I would consider becoming a secretary. Omit	4 0.3	31 0.5	5 1.9
(1) I disagree	588 49.5	3161 50.1	135 50.9
(2) Unsure	376 31.6	1813 28.7	67 25.3
(3) I agree.	220 18.5	1305 20.7	58 21.9
23. Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit.	2 0.2	31 0.5	5 1.9
(1) I disagree	59 5.0	315 5.0	16 6.0
(2) Unsure	291 24.5	1233 19.5	31 11.7
(3) I agree.	836 70.4	4731 75.0	213 80.4
24. I feel the work I do in school is preparing me for jobs of the future. Omit.	12 1.0	37 0.6	6 2.3
(1) I disagree	40 3.4	369 5.8	34 12.8
(2) Unsure	163 13.7	1056 16.7	50 18.9
(3) I agree.	973 81.9	4848 76.8	175 66.0

Annual Composite Report
1989-1992 Evaluation Data

Page B1.5
Table 7267.G
Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
25. I would consider owning my own business. Omit.		4 0.3	46 0.7	5 1.9
(1) I disagree		201 16.9	917 14.5	45 17.0
(2) Unsure		420 35.4	2058 32.6	61 23.0
(3) I agree.		563 47.4	3289 52.1	154 58.1
26. Boys should be able to have any job. Omit. . .		3 0.3	36 0.6	5 1.9
(1) I disagree		165 13.9	924 14.6	30 11.3
(2) Unsure		188 15.8	1050 16.6	45 17.0
(3) I agree.		832 70.0	4300 68.1	185 69.8
27. Girls should be able to have any job. Omit. .		8 0.7	43 0.7	6 2.3
(1) I disagree		193 16.2	1066 16.9	38 14.3
(2) Unsure		188 15.8	1048 16.6	42 15.8
(3) I agree.		799 67.3	4153 65.8	179 67.5
28. Most men work because they need the money. Omit. . .		12 1.0	65 1.0	5 1.9
(1) I disagree		266 22.4	1523 24.1	58 21.9
(2) Unsure		454 38.2	2320 36.8	95 35.8
(3) I agree.		456 38.4	2402 38.1	107 40.4
29. I believe I will work at a paying job most of my life. Omit. . .		5 0.4	46 0.7	5 1.9
(1) I disagree		55 4.6	301 4.8	9 3.4
(2) Unsure		398 33.5	1734 27.5	60 22.6
(3) I agree.		730 61.4	4229 67.0	191 72.1
30. Women work at paid jobs nearly as many years as men. Omit. . .		6 0.5	35 0.6	5 1.9
(1) I disagree		140 11.8	917 14.5	40 15.1
(2) Unsure		534 44.9	2588 41.0	97 36.6
(3) I agree.		508 42.8	2770 43.9	123 46.4

Annual Composite Report
1989-1992 Evaluation Data

Page B1.6
Table 7267.G
Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
31. More and more children live in homes with just one parent. Omit. . .		5 0.4	47 0.7	6 2.3
(1) I disagree		144 12.1	597 9.5	19 7.2
(2) Unsure		526 44.3	2371 37.6	84 31.7
(3) I agree.		513 43.2	3295 52.2	156 58.9
32. I plan to have a job. Omit. . .		6 0.5	49 0.8	5 1.9
(1) I disagree		5 0.4	62 1.0	5 1.9
(2) Unsure		54 4.5	208 3.3	3 1.1
(3) I agree.		1123 94.5	5991 94.9	252 95.1
33. I plan to have a family and a job. Omit. . .		4 0.3	48 0.8	7 2.6
(1) I disagree		47 4.0	262 4.2	18 6.8
(2) Unsure		235 19.8	1119 17.7	49 18.5
(3) I agree.		902 75.9	4881 77.4	191 72.1
34. I have learned about different jobs from watching television. Omit. . .		4 0.3	39 0.6	5 1.9
(1) I disagree		171 14.4	815 12.9	35 13.2
(2) Unsure		253 21.3	1220 19.3	37 14.0
(3) I agree.		760 64.0	4236 67.1	188 70.9
35. My family has helped me plan what I should be when I grow up. Omit. . .		6 0.5	52 0.8	5 1.9
(1) I disagree		319 26.9	2002 31.7	95 35.8
(2) Unsure		335 28.2	1642 26.0	69 26.0
(3) I agree.		528 44.4	2614 41.4	96 36.2
36. In our family, males and females share work at home. Omit. . .		8 0.7	53 0.8	6 2.3
(1) I disagree		121 10.2	918 14.5	55 20.8
(2) Unsure		159 13.4	810 12.8	41 15.5
(3) I agree.		900 75.8	4529 71.8	163 61.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.7
Table 7267.G
Student Career Survey

Item Statement		Grade	5 N %	6 N %	7 N %
37.	I feel good about myself.	Omit. . .	3 0.3	48 0.8	5 1.9
	(1) I disagree		30 2.5	237 3.8	17 6.4
	(2) Unsure		166 14.0	911 14.4	58 21.9
	(3) I agree.		989 83.2	5114 81.0	185 69.8
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	3 0.3	45 0.7	5 2
	(1) I disagree		59 5.0	352 5.6	16 6.0
	(2) Unsure		164 13.8	920 14.6	43 16.2
	(3) I agree.		962 81.0	4993 79.1	201 75.8
39.	The way I feel about myself affects how well I do something.	Omit. . .	5 0.4	56 0.9	7 2.6
	(1) I disagree		103 8.7	430 6.8	18 6.8
	(2) Unsure		288 24.2	1204 19.1	37 14.0
	(3) I agree.		792 66.7	4620 73.2	203 76.6
40.	I enjoy learning to do new things.	Omit. . .	4 0.3	51 0.8	7 2.6
	(1) I disagree		14 1.2	176 2.8	12 4.5
	(2) Unsure		124 10.4	864 13.7	51 19.2
	(3) I agree.		1046 88.0	5219 82.7	195 73.6
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	4 0.3	49 0.8	5 1.9
	(1) I disagree		245 20.6	1531 24.3	69 26.0
	(2) Unsure		274 23.1	1303 20.6	54 20.4
	(3) I agree.		665 56.0	3427 54.3	137 51.7
42.	The career I choose is important to my parents.	Omit. . .	7 0.6	70 1.1	7 2.6
	(1) I disagree		191 16.1	1058 16.8	44 16.6
	(2) Unsure		411 34.6	2236 35.4	88 33.2
	(3) I agree.		579 48.7	2946 46.7	126 47.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.8
Table 7267.G
Student Career Survey

Item Statement	Grade	5	6	7
		N %	N %	N %
43. My parents would support me in whatever career I choose.				
Omit. . .		12 1.0	65 1.0	7 2.6
(1) I disagree		57 4.8	350 5.5	19 7.2
(2) Unsure		275 23.1	1369 21.7	58 21.9
(3) I agree.		844 71.0	4526 71.7	181 68.3
44. I think people should choose careers they think they would be good at.				
Omit. . .		5 0.4	62 1.0	6 2.3
(1) I disagree		41 3.5	372 5.9	11 4.2
(2) Unsure		147 12.4	922 14.6	23 8.7
(3) I agree.		995 83.8	4954 78.5	225 84.9
45. Check one:				
Omit. . .		9 0.8	72 1.1	6 2.3
(1) Male		626 52.7	3142 49.8	120 45.3
(2) Female		552 46.5	3095 49.0	139 52.5
46. Check the grade you are in:				
Omit. . .		0 0.0	0 0.0	0 0.0
(1) 5th grade.		1188 100.0	0 0.0	0 0.0
(2) 6th grade.		0 0.0	6310 100.0	0 0.0
(3) 7th grade.		0 0.0	0 0.0	265 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7268.S
Student Career Survey

Item Statement	Total %	Male %	Female %
1. In our school teachers treat boys and girls the same way.			
Omit. . .	18 0.2	9 0.2	9 0.2
(1) I disagree	2665 31.2	1528 36.1	1071 25.7
(2) Unsure	2444 28.6	1103 26.1	1298 31.1
(3) I agree.	3427 40.1	1588 37.6	1793 43.0
2. Teachers help me consider many different career choices, including those that are nontraditional.			
Omit. . .	35 0.4	16 0.4	19 0.5
(1) I disagree	2240 26.2	1160 27.4	1031 24.7
(2) Unsure	3656 42.7	1855 43.9	1725 41.4
(3) I agree.	2623 30.7	1197 28.3	1396 33.5
3. In our school, there are courses that are clearly "boys courses" and "girls courses."			
Omit. . .	56 0.7	22 0.5	32 0.8
(1) I disagree	4034 47.2	1833 43.4	2147 51.5
(2) Unsure	2091 24.4	1065 25.2	980 23.5
(3) I agree.	2373 27.7	1308 30.9	1012 24.3
4. Teachers expect the same things from girls and boys.			
Omit. . .	77 0.9	45 1.1	31 0.7
(1) I disagree	1634 19.1	900 21.3	687 16.5
(2) Unsure	1632 19.1	845 20.0	748 17.9
(3) I agree.	5211 60.9	2438 57.7	2705 64.9
5. In my classes, boys and girls are placed in separate groups for activities or projects.			
Omit. . .	84 1.0	42 1.0	42 1.0
(1) I disagree	6113 71.5	2953 69.8	3061 73.4
(2) Unsure	1403 16.4	739 17.5	634 15.2
(3) I agree.	954 11.2	494 11.7	434 10.4
6. I believe I have the right to enroll in any course in the school.			
Omit. . .	291 3.4	141 3.3	147 3.5
(1) I disagree	377 4.4	226 5.3	129 3.1
(2) Unsure	1042 12.2	609 14.4	403 9.7
(3) I agree.	6844 80.0	3252 76.9	3492 83.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.2
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
7-11. I will plan my high school classes based on:				
7. my interests.	Omit. . .	21 0.2	8 0.2	12 0.3
(1) I disagree		183 2.1	110 2.6	62 1.5
(2) Unsure		640 7.5	386 9.1	231 5.5
(3) I agree.		7710 90.1	3724 88.1	3866 92.7
8. what I am good at.	Omit. . .	28 0.3	12 0.3	13 0.3
(1) I disagree		346 4.0	194 4.6	139 3.3
(2) Unsure		1032 12.1	486 11.5	519 12.4
(3) I agree.		7148 83.6	3536 83.6	3500 83.9
9. what classes my friends are taking.	Omit. . .	117 1.4	50 1.2	61 1.5
(1) I disagree		3550 41.5	1639 38.8	1864 44.7
(2) Unsure		3203 37.4	1587 37.5	1554 37.3
(3) I agree.		1684 19.7	952 22.5	692 16.6
10. what I need for college.	Omit. . .	58 0.7	29 0.7	24 0.6
(1) I disagree		425 5.0	279 6.6	130 3.1
(2) Unsure		1328 15.5	754 17.8	537 12.9
(3) I agree.		6743 78.8	3166 74.9	3480 83.4
11. what I need for a career.	Omit. . .	107 1.3	47 1.1	53 1.3
(1) I disagree		241 2.8	154 3.6	77 1.8
(2) Unsure		1271 14.9	649 15.4	589 14.1
(3) I agree.		6935 81.1	3378 79.9	3452 82.8
12-14. In school I am encouraged to do good work in:				
12. math.	Omit. . .	26 0.3	10 0.2	11 0.3
(1) I disagree		354 4.1	191 4.5	149 3.6
(2) Unsure		776 9.1	398 9.4	351 8.4
(3) I agree.		7398 86.5	3629 85.8	3660 87.7

Annual Composite Report
1989-1992 Evaluation Data

Page A1.3
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
13.	science.			
	Omit. . .	45 0.5	19 0.4	20 0.5
	(1) I disagree	502 5.9	279 6.6	203 4.9
	(2) Unsure	1403 16.4	687 16.2	676 16.2
	(3) I agree.	6604 77.2	3243 76.7	3272 78.4
14.	reading.			
	Omit. . .	76 0.9	42 1.0	28 0.7
	(1) I disagree	932 10.9	534 12.6	378 9.1
	(2) Unsure	1934 22.6	994 23.5	906 21.7
	(3) I agree.	5612 65.6	2658 62.9	2859 68.5
15.	Doing good work in school is important to me.			
	Omit. . .	45 0.5	24 0.6	18 0.4
	(1) I disagree	352 4.1	229 5.4	109 2.6
	(2) Unsure	1315 15.4	759 18.0	509 12.2
	(3) I agree.	6841 80.0	3216 76.1	3535 84.8
16.	Doing good work in school will help me prepare for a good career.			
	Omit. . .	35 0.4	15 0.4	16 0.4
	(1) I disagree	191 2.2	125 3.0	55 1.3
	(2) Unsure	791 9.2	442 10.5	327 7.8
	(3) I agree.	7537 88.1	3646 86.2	3773 90.5
17.	Most women work because they need the money.			
	Omit. . .	16 0.2	8 0.2	4 0.1
	(1) I disagree	2668 31.2	1015 24.0	1619 38.8
	(2) Unsure	3223 37.7	1744 41.2	1420 34.0
	(3) I agree.	2647 30.9	1461 34.6	1128 27.0
18.	Most people living below the poverty level are women and their children.			
	Omit. . .	31 0.4	20 0.5	7 0.2
	(1) I disagree	2478 29.0	979 23.2	1475 35.4
	(2) Unsure	4197 49.1	2269 53.7	1852 44.4
	(3) I agree.	1848	960	837

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
		21.6	22.7	20.1
19.	Women and men should be trained to get good jobs.			
	Omit. . .	29 0.3	9 0.2	2 0.0
	(1) I disagree	239 2.8	154 3.6	74 1.8
	(2) Unsure	890 10.4	430 10.2	445 10.7
	(3) I agree.	7396 86.5	3635 86.0	3650 87.5
20.	Nine out of ten women work for pay sometime during their lives.			
	Omit. . .	44 0.5	10 0.2	8 0.2
	(1) I disagree	288 3.4	165 3.9	113 2.7
	(2) Unsure	2714 31.7	1441 34.1	1223 29.3
	(3) I agree.	5508 64.4	2612 61.8	2827 67.8
21.	Most men work because they need the money.			
	Omit. . .	68 0.8	29 0.7	13 0.3
	(1) I disagree	1478 17.3	640 15.1	814 19.5
	(2) Unsure	2788 32.6	1215 28.7	1527 36.6
	(3) I agree.	4220 49.3	2344 55.4	1817 43.6
22.	Women make up eight percent (2 out of 5) of engineers in the US.			
	Omit. . .	60 0.7	16 0.4	16 0.4
	(1) I disagree	757 8.8	444 10.5	292 7.0
	(2) Unsure	6063 70.9	2928 69.3	3050 73.1
	(3) I agree.	1674 19.6	840 19.9	813 19.5
23.	Engineers make an average annual salary of \$34,000.			
	Omit. . .	66 0.8	21 0.5	17 0.4
	(1) I disagree	457 5.3	287 6.8	148 3.5
	(2) Unsure	6620 77.4	2987 70.6	3548 85.1
	(3) I agree.	1411 16.5	933 22.1	458 11.0
24.	Ninety-nine percent of all secretaries are women.			
	Omit. . .	62 0.7	20 0.5	15 0.4
	(1) I disagree	860 10.1	388 9.2	455 10.9
	(2) Unsure	3138 36.7	1602 37.9	1485 35.6
	(3) I agree.	4494 52.5	2218 52.5	2216 53.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.5
Table 7268.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. Secretaries make an average annual salary of \$12,000.			
Omit. . .	93 1.1	33 0.8	29 0.7
(1) I disagree	527 6.2	324 7.7	191 4.6
(2) Unsure	6681 78.1	3117 73.7	3477 83.4
(3) I agree.	1253 14.6	754 17.8	474 11.4
26. Overall, women make 64 cents for every dollar men make.			
Omit. . .	117 1.4	43 1.0	43 1.0
(1) I disagree	1402 16.4	663 15.7	721 17.3
(2) Unsure	5525 64.6	2720 64.3	2723 65.3
(3) I agree.	1510 17.7	802 19.0	684 16.4
27. "Womens' jobs" and "mens' jobs" are becoming a thing of the past.			
Omit. . .	74 0.9	20 0.5	20 0.5
(1) I disagree	771 9.0	427 10.1	328 7.9
(2) Unsure	1856 21.7	1003 23.7	818 19.6
(3) I agree.	5853 68.4	2778 65.7	3005 72.0
28. More and more children live in homes with just one parent today.			
Omit. . .	48 0.6	5 0.1	11 0.3
(1) I disagree	461 5.4	271 6.4	179 4.3
(2) Unsure	1925 22.5	1146 27.1	742 17.8
(3) I agree.	6120 71.5	2806 66.4	3239 77.7
29. I have learned about different careers from watching TV.			
Omit. . .	55 0.6	9 0.2	12 0.3
(1) I disagree	1305 15.3	587 13.9	703 16.9
(2) Unsure	1586 18.5	744 17.6	810 19.4
(3) I agree.	5608 65.6	2888 68.3	2646 63.4
30. In our family males and females share jobs at home.			
Omit. . .	79 0.9	21 0.5	24 0.6
(1) I disagree	1399 16.4	667 15.8	708 17.0
(2) Unsure	1091 12.8	635 15.0	430 10.3
(3) I agree.	5985 70.0	2905 68.7	3009 72.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.6
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
31.	I plan to have a career.			
	Omit. . .	56 0.7	9 0.2	12 0.3
	(1) I disagree	156 1.8	105 2.5	39 0.9
	(2) Unsure	574 6.7	338 8.0	219 5.3
	(3) I agree.	7768 90.8	3776 89.3	3901 93.5
32.	I plan to have a family and a career.			
	Omit. . .	73 0.9	18 0.4	21 0.5
	(1) I disagree	474 5.5	261 6.2	194 4.7
	(2) Unsure	1909 22.3	1060 25.1	815 19.5
	(3) I agree.	6098 71.3	2889 68.3	3141 75.3
33.	In most families, both parents work at jobs outside the home.			
	Omit. . .	64 0.7	12 0.3	18 0.4
	(1) I disagree	530 6.2	318 7.5	200 4.8
	(2) Unsure	2296 26.8	1280 30.3	975 23.4
	(3) I agree.	5664 66.2	2618 61.9	2978 71.4
34.	I would like to find out more about possible careers.			
	Omit. . .	53 0.6	9 0.2	7 0.2
	(1) I disagree	546 6.4	309 7.3	223 5.3
	(2) Unsure	1538 18.0	808 19.1	700 16.8
	(3) I agree.	6417 75.0	3102 73.4	3241 77.7
35.	The career I choose is important to my parents.			
	Omit. . .	72 0.8	17 0.4	13 0.3
	(1) I disagree	1625 19.0	754 17.8	849 20.4
	(2) Unsure	2966 34.7	1501 35.5	1419 34.0
	(3) I agree.	3891 45.5	1956 46.3	1890 45.3
36.	I feel good about myself.			
	Omit. . .	79 0.9	19 0.4	16 0.4
	(1) I disagree	467 5.5	201 4.8	252 6.0
	(2) Unsure	1689 19.7	742 17.5	920 22.1
	(3) I agree.	6319 73.9	3266 77.2	2983 71.5

Annual Composite Report
1989-1992 Evaluation Data

Page A1.7
Table 7268.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
37. I feel I could be whatever I want to be when I grow up. Omit. . .	69 0.8	13 0.3	12 0.3
(1) I disagree	671 7.8	362 8.6	294 7.0
(2) Unsure	1581 18.5	866 20.5	693 16.6
(3) I agree.	6233 72.9	2987 70.6	3172 76.0
38. The way I feel about myself affects how well I do something. Omit. . .	74 0.9	17 0.4	13 0.3
(1) I disagree	470 5.5	281 6.6	176 4.2
(2) Unsure	1417 16.6	757 17.9	632 15.2
(3) I agree.	6593 77.1	3173 75.0	3350 80.3
39. I enjoy to learning to do new things. Omit. .	67 0.8	12 0.3	12 0.3
(1) I disagree	345 4.0	213 5.0	118 2.8
(2) Unsure	1607 18.8	858 20.3	708 17.0
(3) I agree.	6535 76.4	3145 74.4	3333 79.9
40. I feel that I am good at many things. Omit. . .	81 0.9	17 0.4	21 0.5
(1) I disagree	627 7.3	229 5.4	382 9.2
(2) Unsure	1948 22.8	795 18.8	1121 26.9
(3) I agree.	5898 69.0	3187 75.4	2647 63.5
41. My parents would support me in whatever career I choose. Omit. . .	101 1.2	31 0.7	26 0.6
(1) I disagree	568 6.6	319 7.5	236 5.7
(2) Unsure	2006 23.5	1109 26.2	868 20.8
(3) I agree.	5879 68.7	2769 65.5	3041 72.9
42-45 The place I would go to get help in planning my career is:			
42. parents. Omit. . .	82 1.0	20 0.5	14 0.3
(1) I disagree	711 8.3	375 8.9	327 7.8
(2) Unsure	1680 19.6	856 20.2	782 18.7
(3) I agree.	6081 71.1	2977 70.4	3048 73.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.8
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
43.	teachers.			
	Omit. . .	123 1.4	44 1.0	28 0.7
	(1) I disagree	1675 19.6	974 23.0	671 16.1
	(2) Unsure	3063 35.8	1533 36.3	1492 35.8
	(3) I agree.	3693 43.2	1677 39.7	1980 47.5
44.	other people I know.			
	Omit. . .	115 1.3	35 0.8	30 0.7
	(1) I disagree	776 9.1	491 11.6	271 6.5
	(2) Unsure	2511 29.4	1328 31.4	1143 27.4
	(3) I agree.	5152 60.2	2374 56.1	2727 65.4
45.	school counselors.			
	Omit. . .	168 2.0	61 1.4	57 1.4
	(1) I disagree	2107 24.6	1142 27.0	933 22.4
	(2) Unsure	2883 33.7	1450 34.3	1394 33.4
	(3) I agree.	3396 39.7	1575 37.3	1787 42.8
46.	Check one:			
	Omit. . .	155 1.8	0 0.0	0 0.0
	(1) Male	4228 49.4	4228 100.0	0 0.0
	(2) Female	4171 48.8	0 0.0	4171 100.0
47.	Check the grade you are in:			
	Omit. . .	13 0.2	3 0.1	0 0.0
	(1) Grade 7.	1239 14.5	602 14.2	622 14.9
	(2) Grade 8.	5726 66.9	2859 67.6	2776 66.6
	(3) Grade 9.	1576 18.4	764 18.1	773 18.5

Annual Composite Report
1989-1992 Evaluation Data

Page B1.1
Table 7268.G
Student Career Survey

Item Statement	7Th N %	8Th N %	9Th N %
1. In our school teachers treat boys and girls the same way.			
Omit. . .	1 0.1	12 0.2	5 0.3
(1) I disagree	367 29.6	1885 32.9	406 25.8
(2) Unsure	401 32.4	1588 27.7	452 28.7
(3) I agree.	470 37.9	2241 39.1	713 45.2
2. Teachers help me consider many different career choices, including those that are nontraditional.			
Omit. . .	5 0.4	21 0.4	9 0.6
(1) I disagree	333 26.9	1512 26.4	390 24.7
(2) Unsure	543 43.8	2434 42.5	675 42.8
(3) I agree.	358 28.9	1759 30.7	502 31.9
3. In our school, there are courses that are clearly "boys courses" and "girls courses."			
Omit. . .	13 1.0	37 0.6	6 0.4
(1) I disagree	523 42.2	2877 50.2	628 39.8
(2) Unsure	369 29.8	1244 21.7	475 30.1
(3) I agree.	334 27.0	1568 27.4	467 29.6
4. Teachers expect the same things from girls and boys.			
Omit. . .	16 1.3	50 0.9	10 0.6
(1) I disagree	245 19.8	1104 19.3	281 17.8
(2) Unsure	204 16.5	1102 19.2	322 20.4
(3) I agree.	774 62.5	3470 60.6	963 61.1
5. In my classes, boys and girls are placed in separate groups for activities or projects.			
Omit. . .	17 1.4	54 0.9	13 0.8
(1) I disagree	847 68.4	4061 70.9	1200 76.1
(2) Unsure	226 18.2	946 16.5	226 14.3
(3) I agree.	149 12.0	665 11.6	137 8.7
6. I believe I have the right to enroll in any course in the school.			
Omit. . .	82 6.6	161 2.8	48 3.0
(1) I disagree	66 5.3	258 4.5	53 3.4
(2) Unsure	198 16.0	695 12.1	144 9.1
(3) I agree.	893 72.1	4612 80.5	1331 84.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7268.G
Student Career Survey

Item Statement		7Th N %	8Th N %	9Th N %
7-11. I will plan my high school classes based on:				
7. my interests.	Omit. . .	9 0.7	11 0.2	1 0.1
(1) I disagree		32 2.6	114 2.0	37 2.3
(2) Unsure		122 9.8	412 7.2	102 6.5
(3) I agree.		1076 86.8	5189 90.6	1436 91.1
8. what I am good at.	Omit. . .	7 0.6	20 0.3	1 0.1
(1) I disagree		66 5.3	211 3.7	69 4.4
(2) Unsure		166 13.4	663 11.6	198 12.6
(3) I agree.		1000 80.7	4832 84.4	1308 83.0
9. what classes my friends are taking.	Omit. . .	23 1.9	75 1.3	18 1.1
(1) I disagree		490 39.5	2359 41.2	700 44.4
(2) Unsure		452 36.5	2170 37.9	575 36.5
(3) I agree.		274 22.1	1122 19.6	283 18.0
10. what I need for college.	Omit. . .	16 1.3	32 0.6	9 0.6
(1) I disagree		57 4.6	281 4.9	87 5.5
(2) Unsure		201 16.2	895 15.6	225 14.3
(3) I agree.		965 77.9	4518 78.9	1255 79.6
11. what I need for a career.	Omit. . .	30 2.4	59 1.0	18 1.1
(1) I disagree		29 2.3	165 2.9	47 3.0
(2) Unsure		190 15.3	887 15.5	187 11.9
(3) I agree.		990 79.9	4615 80.6	1324 84.0
12-14. In school I am encouraged to do good work in:				
12. math.	Omit. . .	5 0.4	15 0.3	6 0.4
(1) I disagree		53 4.3	253 4.4	48 3.0
(2) Unsure		113 9.1	518 9.0	142 9.0
(3) I agree.		1068 86.2	4940 86.3	1380 87.6

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.3
Table 7268.G
Student Career Survey

Item Statement		7Th N %	8Th N %	9Th N %
13.	science.			
	Omit. . .	8 0.6	27 0.5	9 0.6
	(1) I disagree	73 5.9	340 5.9	87 5.5
	(2) Unsure	192 15.5	946 16.5	262 16.6
	(3) I agree.	966 78.0	4413 77.1	1218 77.3
14.	reading.			
	Omit. . .	11 0.9	44 0.8	20 1.3
	(1) I disagree	93 7.5	610 10.7	229 14.5
	(2) Unsure	216 17.4	1292 22.6	422 26.8
	(3) I agree.	919 74.2	3780 66.0	905 57.4
15.	Doing good work in school is important to me.			
	Omit. . .	9 0.7	25 0.4	11 0.7
	(1) I disagree	43 3.5	252 4.4	56 3.6
	(2) Unsure	172 13.9	884 15.4	252 16.0
	(3) I agree.	1015 81.9	4565 79.7	1257 79.8
16.	Doing good work in school will help me prepare for a good career.			
	Omit. . .	7 0.6	18 0.3	10 0.6
	(1) I disagree	33 2.7	120 2.1	38 2.4
	(2) Unsure	140 11.3	518 9.0	128 8.1
	(3) I agree.	1059 85.5	5070 88.5	1400 88.8
17.	Most women work because they need the money.			
	Omit. . .	3 0.2	8 0.1	5 0.3
	(1) I disagree	410 33.1	1774 31.0	483 30.6
	(2) Unsure	480 38.7	2139 37.4	600 38.1
	(3) I agree.	346 27.9	1805 31.5	488 31.0
18.	Most people living below the poverty level are women and their children.			
	Omit. . .	3 0.2	18 0.3	10 0.6
	(1) I disagree	380 30.7	1672 29.2	425 27.0
	(2) Unsure	605 48.8	2809 49.1	775 49.2
	(3) I agree.	251 20.5	1227 21.2	366 23.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7268.G
Student Career Survey

Item Statement	7Th N %	8Th N %	9Th N %
19. Women and men should be trained to get good jobs.	20.3	21.4	23.2
Omit. . .	4 0.3	15 0.3	9 0.6
(1) I disagree	37 3.0	161 2.8	40 2.5
(2) Unsure	172 13.9	581 10.1	136 8.6
(3) I agree.	1026 82.8	4969 86.8	1391 88.3
20. Nine out of ten women work for pay sometime during their lives.			
Omit. . .	5 0.4	24 0.4	14 0.9
(1) I disagree	51 4.1	192 3.4	45 2.9
(2) Unsure	403 32.5	1817 31.7	488 31.0
(3) I agree.	780 63.0	3693 64.5	1029 65.3
21. Most men work because they need the money.			
Omit. . .	13 1.0	43 0.8	11 0.7
(1) I disagree	225 18.2	1014 17.7	237 15.0
(2) Unsure	449 36.2	1848 32.3	487 30.9
(3) I agree.	552 44.6	2821 49.3	841 53.4
22. Women make up eight percent (2 out of 5) of engineers in the US.			
Omit. . .	8 0.6	36 0.6	15 1.0
(1) I disagree	107 8.6	557 9.7	90 5.7
(2) Unsure	869 70.1	4071 71.1	1115 70.7
(3) I agree.	255 20.6	1062 18.5	356 22.6
23. Engineers make an average annual salary of \$34,000.			
Omit. . .	13 1.0	36 0.6	14 0.9
(1) I disagree	68 5.5	300 5.2	87 5.5
(2) Unsure	935 75.5	4453 77.8	1225 77.7
(3) I agree.	223 18.0	937 16.4	250 15.9
24. Ninety-nine percent of all secretaries are women.			
Omit. . .	11 0.9	32 0.6	17 1.1
(1) I disagree	148 11.9	571 10.0	141 8.9
(2) Unsure	384 31.0	2100 36.7	647 41.1
(3) I agree.	696 56.2	3023 52.8	771 48.9

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.5
Table 7268.G
Student Career Survey

Item Statement	7Th N %	8Th N %	9Th N %
25. Secretaries make an average annual salary of \$12,000.			
Omit. . .	18 1.5	56 1.0	17 1.1
(1) I disagree	80 6.5	356 6.2	91 5.8
(2) Unsure	957 77.2	4464 78.0	1251 79.4
(3) I agree.	184 14.9	850 14.8	217 13.8
26. Overall, women make 65 cents for every dollar men make.			
Omit. . .	28 2.3	59 1.0	28 1.8
(1) I disagree	237 19.1	945 16.5	219 13.9
(2) Unsure	770 62.1	3710 64.8	1036 65.7
(3) I agree.	204 16.5	1012 17.7	293 18.6
27. "Womens' jobs" and "mens' jobs" are becoming a thing of the past.			
Omit. . .	13 1.0	40 0.7	18 1.1
(1) I disagree	139 11.2	517 9.0	115 7.3
(2) Unsure	311 25.1	1206 21.1	336 21.3
(3) I agree.	776 62.6	3963 69.2	1107 70.2
28. More and more children live in homes with just one parent today.			
Omit. . .	5 0.4	24 0.4	18 1.1
(1) I disagree	94 7.6	315 5.5	51 3.2
(2) Unsure	342 27.6	1299 22.7	281 17.8
(3) I agree.	798 64.4	4088 71.4	1226 77.8
29. I have learned about different careers from watching TV.			
Omit. . .	6 0.5	28 0.5	20 1.3
(1) I disagree	202 16.3	834 14.6	269 17.1
(2) Unsure	258 20.8	1017 17.8	306 19.4
(3) I agree.	773 62.4	3847 67.2	981 62.2
30. In our family males and females share jobs at home.			
Omit. . .	9 0.7	51 0.9	18 1.1
(1) I disagree	187 15.1	933 16.3	276 17.5
(2) Unsure	187 15.1	716 12.5	185 11.7
(3) I agree.	856 69.1	4026 70.3	1097 69.6

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.6
Table 7268.G
Student Career Survey

Item Statement		7Th N %	8Th N %	9Th N %
31.	I plan to have a career.			
	Omit.	8 0.6	29 0.5	17 1.1
	(1) I disagree	20 1.6	112 2.0	23 1.5
	(2) Unsure	94 7.6	384 6.7	95 6.0
	(3) I agree.	1117 90.2	5201 90.8	1441 91.4
32.	I plan to have a family and a career.			
	Omit.	10 0.8	45 0.8	16 1.0
	(1) I disagree	70 5.6	328 5.7	74 4.7
	(2) Unsure	257 20.7	1291 22.5	355 22.5
	(3) I agree.	902 72.8	4062 70.9	1131 71.8
33.	In most families, both parents work at jobs outside the home.			
	Omit.	8 0.6	37 0.6	18 1.1
	(1) I disagree	86 6.9	352 6.1	92 5.8
	(2) Unsure	400 32.3	1499 26.2	390 24.7
	(3) I agree.	745 60.1	3838 67.0	1076 68.3
34.	I would like to find out more about possible careers.			
	Omit.	6 0.5	27 0.5	19 1.2
	(1) I disagree	99 8.0	365 6.4	80 5.1
	(2) Unsure	252 20.3	1030 18.0	253 16.1
	(3) I agree.	882 71.2	4304 75.2	1224 77.7
35.	The career I choose is important to my parents.			
	Omit.	9 0.7	37 0.6	25 1.6
	(1) I disagree	247 19.9	1057 18.5	318 20.2
	(2) Unsure	460 37.1	1961 34.2	540 34.3
	(3) I agree.	523 42.2	2671 46.6	693 44.0
36.	I feel good about myself.			
	Omit.	8 0.6	43 0.8	27 1.7
	(1) I disagree	55 4.4	313 5.5	98 6.2
	(2) Unsure	222 17.9	1121 19.6	340 21.6
	(3) I agree.	954 77.0	4249 74.2	1111 70.5

Annual Composite Report
1989-1992 Evaluation Data

Page B1.7
Table 7268.G
Student Career Survey

Item Statement	7Th N %	8Th N %	9Th N %
37. I feel I could be whatever I want to be when I grow up. Omit. . .	3 0.2	42 0.7	23 1.5
(1) I disagree	107 8.6	426 7.4	137 8.7
(2) Unsure	216 17.4	1045 18.3	317 20.1
(3) I agree.	913 73.7	4213 73.6	1099 69.7
38. The way I feel about myself affects how well I do something. Omit. . .	9 0.7	38 0.7	25 1.6
(1) I disagree	73 5.9	326 5.7	70 4.4
(2) Unsure	262 21.1	931 16.3	222 14.1
(3) I agree.	895 72.2	4431 77.4	1259 79.9
39. I enjoy to learning to do new things. Omit. .	8 0.6	34 0.6	24 1.5
(1) I disagree	72 5.8	226 3.9	46 2.9
(2) Unsure	256 20.7	1054 18.4	293 18.6
(3) I agree.	903 72.9	4412 77.1	1213 77.0
40. I feel that I am good at many things. Omit. . .	9 0.7	43 0.8	28 1.8
(1) I disagree	83 6.7	417 7.3	126 8.0
(2) Unsure	269 21.7	1262 22.0	413 26.2
(3) I agree.	878 70.9	4004 69.9	1009 64.0
41. My parents would support me in whatever career I choose. Omit. . .	16 1.3	53 0.9	31 2.0
(1) I disagree	74 6.0	378 6.6	114 7.2
(2) Unsure	289 23.3	1342 23.4	370 23.5
(3) I agree.	860 69.4	3953 69.0	1061 67.3
42-45 The place I would go to get help in planning my career is:			
42. parents. Omit. . .	9 0.7	41 0.7	30 1.9
(1) I disagree	84 6.8	465 8.1	161 10.2
(2) Unsure	240 19.4	1099 19.2	337 21.4
(3) I agree.	906 73.1	4121 72.0	1048 66.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.8
Table 7268.G
Student Career Survey

Item Statement		7Th N %	8Th N %	9Th N %
43.	teachers.	Omit. . .		
		16 1.3	70 1.2	34 2.2
	(1) I disagree	247 19.9	1154 20.2	272 17.3
	(2) Unsure	457 36.9	2077 36.3	527 33.4
	(3) I agree.	519 41.9	2425 42.4	743 47.1
44.	other people I know.	Omit. . .		
		15 1.2	63 1.1	34 2.2
	(1) I disagree	123 9.9	544 9.5	108 6.9
	(2) Unsure	395 31.9	1711 29.9	402 25.5
	(3) I agree.	706 57.0	3408 59.5	1032 65.5
45.	school counselors.	Omit. . .		
		25 2.0	102 1.8	39 2.5
	(1) I disagree	322 26.0	1488 25.9	297 18.8
	(2) Unsure	477 38.5	1965 34.3	438 27.8
	(3) I agree.	415 33.5	2174 38.0	802 50.9
46.	Check one:	Omit. . .		
		15 1.2	91 1.6	39 2.5
	(1) Male	602 48.6	2859 49.9	764 48.5
	(2) Female	622 50.2	2776 48.5	773 49.0
47.	Check the grade you are in:	Omit. . .		
		0 0.0	0 0.0	0 0.0
	(1) Grade 7.	1239 100.0	0 0.0	0 0.0
	(2) Grade 8.	0 0.0	5726 100.0	0 0.0
	(3) Grade 9.	0 0.0	0 0.0	1576 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests.			
Omit. . .	39 0.6	11 0.3	25 0.7
(1) I disagree	1510 21.6	735 21.8	728 21.6
(2) Unsure	2465 35.2	1226 36.4	1155 34.2
(3) I agree.	2990 42.7	1394 41.4	1467 43.5
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school.			
Omit. . .	32 0.5	9 0.3	21 0.6
(1) I disagree	2642 37.7	1249 37.1	1322 39.2
(2) Unsure	2791 39.8	1352 40.2	1301 38.5
(3) I agree.	1539 22.0	756 22.5	731 21.7
3. I know someone who is in a nontraditional career.			
Omit. . .	62 0.9	26 0.8	31 0.9
(1) I disagree	1441 20.6	770 22.9	623 18.5
(2) Unsure	2072 29.6	1118 33.2	849 25.2
(3) I agree.	3429 49.0	1452 43.1	1872 55.5
4. Teachers generally treat males and females the same.			
Omit. . .	27 0.4	17 0.5	7 0.2
(1) I disagree	2273 32.5	1155 34.3	1038 30.8
(2) Unsure	1447 20.7	687 20.4	671 19.9
(3) I agree.	3257 46.5	1507 44.8	1659 49.2
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	28 0.4	8 0.2	18 0.5
(1) I disagree	1975 28.2	1032 30.7	873 25.9
(2) Unsure	2366 33.8	1185 35.2	1081 32.0
(3) I agree.	2635 37.6	1141 33.9	1403 41.6
6. In our school, there are support groups for students enrolled in nontraditional classes.			
Omit. . .	47 0.7	22 0.7	19 0.6
(1) I disagree	2201 31.4	1001 29.7	1149 34.0
(2) Unsure	3753 53.6	1812 53.8	1797 53.2
(3) I agree.	1003 14.3	531 15.8	410 12.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.2
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Teachers expect the same achievement from males and females.			
Omit. . .	50 0.7	21 0.6	24 0.7
(1) I disagree	1201 17.1	602 17.9	541 16.0
(2) Unsure	1343 19.2	686 20.4	567 16.8
(3) I agree.	4410 63.0	2057 61.1	2243 66.5
8. Teachers point out examples of stereotyping in textbooks and other materials.			
Omit. . .	47 0.7	20 0.6	21 0.6
(1) I disagree	1390 19.8	703 20.9	637 18.9
(2) Unsure	2589 37.0	1253 37.2	1223 36.2
(3) I agree.	2978 42.5	1390 41.3	1494 44.3
9. My counselor suggests classes I need for my career choice.			
Omit. . .	60 0.9	26 0.8	24 0.7
(1) I disagree	2067 29.5	977 29.0	1025 30.4
(2) Unsure	1726 24.6	911 27.1	708 21.0
(3) I agree.	3151 45.0	1452 43.1	1618 47.9
10. The counselors maintain up-to-date career information that can be used in making career choices.			
Omit. . .	54 0.8	19 0.6	29 0.9
(1) I disagree	873 12.5	438 13.0	389 11.5
(2) Unsure	2631 37.6	1337 39.7	1175 34.8
(3) I agree.	3446 49.2	1572 46.7	1782 52.8
11. Counselors have helped me with my career choices.			
Omit. . .	73 1.0	36 1.1	29 0.9
(1) I disagree	3446 49.2	1620 48.1	1727 51.2
(2) Unsure	1676 23.9	841 25.0	739 21.9
(3) I agree.	1809 25.8	869 25.8	880 26.1
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses."			
Omit. . .	29 0.4	8 0.2	16 0.5
(1) I disagree	3002 42.9	1279 38.0	1632 48.4
(2) Unsure	1996 28.5	1016 30.2	887 26.3
(3) I agree.	1977 28.2	1063 31.6	840 24.9

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.3
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
13. Career and vocational courses are designed so the content is appropriate to both males and females.			
Omit. . .	57 0.8	14 0.4	33 1.0
(1) I disagree	515 7.4	285 8.5	197 5.8
(2) Unsure	2906 41.5	1433 42.6	1356 40.2
(3) I agree.	3526 50.3	1634 48.5	1789 53.0
14. I will work at a paying job most of my life.			
Omit. . .	12 0.2	2 0.1	6 0.2
(1) I disagree	249 3.6	137 4.1	88 2.6
(2) Unsure	1075 15.3	514 15.3	472 14.0
(3) I agree.	5668 80.9	2713 80.6	2809 83.2
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families.			
Omit. . .	38 0.5	9 0.3	21 0.6
(1) I disagree	1057 15.1	445 13.2	571 16.9
(2) Unsure	4464 63.7	2213 65.7	2093 62.0
(3) I agree.	1445 20.6	699 20.8	690 20.4
16. Nine out of ten women work for pay sometime during their lives.			
Omit. . .	40 0.6	13 0.4	14 0.4
(1) I disagree	316 4.5	211 6.3	78 2.3
(2) Unsure	1852 26.4	1014 30.1	737 21.8
(3) I agree.	4796 68.5	2128 63.2	2546 75.4
17. The average woman will work outside the home between 20-40 years in her lifetime.			
Omit. . .	65 0.9	12 0.4	9 0.3
(1) I disagree	546 7.8	365 10.8	150 4.4
(2) Unsure	3107 44.4	1735 51.5	1263 37.4
(3) I agree.	3286 46.9	1254 37.3	1953 57.9
18. Women make up 15 percent (3 out of 20) of physicians in the U.S.			
Omit. . .	63 0.9	10 0.3	7 0.2
(1) I disagree	535 7.6	292 8.7	218 6.5
(2) Unsure	3902 55.7	1939 57.6	1842 54.6
(3) I agree.	2504 35.8	1125 33.4	1308 38.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. Physicians, who work in clinics, make an average annual salary of \$74,000. Omit. . .	96 1.4	13 0.4	15 0.4
(1) I disagree	415 5.9	231 6.9	167 4.9
(2) Unsure	4632 66.1	2086 62.0	2434 72.1
(3) I agree.	1861 26.6	1036 30.8	759 22.5
20. Nurses earn an average annual salary of \$26,000. Omit. . .	103 1.5	15 0.4	16 0.5
(1) I disagree	478 6.8	263 7.8	191 5.7
(2) Unsure	4787 68.3	2227 66.2	2434 72.1
(3) I agree.	1636 23.4	861 25.6	734 21.7
21. Ninety-nine percent of all secretaries are women. Omit. . .	119 1.7	26 0.8	19 0.6
(1) I disagree	726 10.4	335 10.0	368 10.9
(2) Unsure	2369 33.8	1254 37.3	1022 30.3
(3) I agree.	3790 54.1	1751 52.0	1966 58.3
22. Secretaries make an average annual salary of \$12,000. Omit. . .	147 2.1	40 1.2	31 0.9
(1) I disagree	671 9.6	396 11.8	249 7.4
(2) Unsure	4956 70.8	2273 67.5	2556 75.7
(3) I agree.	1230 17.6	657 19.5	539 16.0
23. On average, women make 65 cents for every dollar men make. Omit. . .	124 1.8	21 0.6	30 0.9
(1) I disagree	1137 16.2	594 17.6	513 15.2
(2) Unsure	4063 58.0	1964 58.3	1986 58.8
(3) I agree.	1680 24.0	787 23.4	846 25.1
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	109 1.6	22 0.7	11 0.3
(1) I disagree	691 9.9	390 11.6	271 8.0
(2) Unsure	1476 21.1	846 25.1	549 16.3
(3) I agree.	4728 67.5	2108 62.6	2544 75.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.5
Table 7269.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
25.	My parents encourage me to explore different career possibilities.			
	Omit. . .	96 1.4	12 0.4	4 0.1
	(1) I disagree	918 13.1	469 13.9	417 12.4
	(2) Unsure	943 13.5	543 16.1	344 10.2
	(3) I agree.	5047 72.1	2342 69.6	2610 77.3
26.	My parents believe the career I choose should pay well.			
	Omit. . .	111 1.6	16 0.5	10 0.3
	(1) I disagree	1134 16.2	444 13.2	661 19.6
	(2) Unsure	1783 25.5	882 26.2	823 24.4
	(3) I agree.	3976 56.8	2024 60.1	1881 55.7
27.	I have learned about different careers from watching TV.			
	Omit. . .	132 1.9	26 0.8	21 0.6
	(1) I disagree	1445 20.6	649 19.3	760 22.5
	(2) Unsure	1328 19.0	677 20.1	582 17.2
	(3) I agree.	4099 58.5	2014 59.8	2012 59.6
28.	I plan to have a career.			
	Omit. . .	111 1.6	18 0.5	6 0.2
	(1) I disagree	188 2.7	118 3.5	49 1.5
	(2) Unsure	600 8.6	323 9.6	208 6.2
	(3) I agree.	6105 87.2	2907 86.4	3112 92.2
29.	I plan to have a family and a career.			
	Omit. . .	114 1.6	17 0.5	10 0.3
	(1) I disagree	492 7.0	260 7.7	206 6.1
	(2) Unsure	1590 22.7	867 25.8	646 19.1
	(3) I agree.	4808 68.6	2222 66.0	2513 74.5
30.	My parents would support me in whatever career I choose.			
	Omit. . .	110 1.6	16 0.5	7 0.2
	(1) I disagree	577 8.2	326 9.7	224 6.6
	(2) Unsure	1380 19.7	767 22.8	539 16.0
	(3) I agree.	4937 70.5	2257 67.1	2605 77.2

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.6
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. My future career is important, so I want to start preparing for it now by taking the right classes. Omit. . .	111 1.6	16 0.5	5 0.1
(1) I disagree	255 3.6	158 4.7	75 2.2
(2) Unsure	927 13.2	551 16.4	326 9.7
(3) I agree.	5711 81.5	2641 78.5	2969 88.0
32. Women, as well as men, work to provide for themselves and for their families. Omit. . .	119 1.7	21 0.6	8 0.2
(1) I disagree	231 3.3	166 4.9	48 1.4
(2) Unsure	917 13.1	603 17.9	240 7.1
(3) I agree.	5737 81.9	2576 76.5	3079 91.2
33. I believe I have the right to enroll in any course in our school. Omit. . .	133 1.9	23 0.7	16 0.5
(1) I disagree	267 3.8	167 5.0	70 2.1
(2) Unsure	701 10.0	421 12.5	216 6.4
(3) I agree.	5903 84.3	2755 81.8	3073 91.1
34. I feel good about myself. Omit. . .	135 1.9	26 0.8	14 0.4
(1) I disagree	458 6.5	190 5.6	242 7.2
(2) Unsure	1487 21.2	675 20.1	741 22.0
(3) I agree.	4924 70.3	2475 73.5	2378 70.5
35. I view my career primarily as a way to make some extra money. Omit. . .	149 2.1	32 1.0	19 0.6
(1) I disagree	2742 39.1	1141 33.9	1564 46.3
(2) Unsure	1753 25.0	911 27.1	775 23.0
(3) I agree.	2360 33.7	1282 38.1	1017 30.1
36. I view my career primarily as something to do before marriage. Omit. . .	161 2.3	41 1.2	22 0.7
(1) I disagree	3309 47.2	1459 43.3	1815 53.8
(2) Unsure	1948 27.8	1077 32.0	793 23.5
(3) I agree.	1586 22.6	789 23.4	745 22.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.7
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.			
Omit. . .	153 2.2	30 0.9	20 0.6
(1) I disagree	672 9.6	386 11.5	254 7.5
(2) Unsure	1729 24.7	914 27.2	746 22.1
(3) I agree.	4450 63.5	2036 60.5	2355 69.8
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.			
Omit. . .	158 2.3	32 1.0	22 0.7
(1) I disagree	477 6.8	265 7.9	192 5.7
(2) Unsure	1983 28.3	1036 30.8	866 25.7
(3) I agree.	4386 62.6	2033 60.4	2295 68.0
39. I feel I could be whatever I want to be.			
Omit. . .	140 2.0	22 0.7	12 0.4
(1) I disagree	567 8.1	328 9.7	218 6.5
(2) Unsure	1321 18.9	683 20.3	567 16.8
(3) I agree.	4976 71.0	2333 69.3	2578 76.4
40. I feel like I am good at many things.			
Omit. . .	150 2.1	26 0.8	18 0.5
(1) I disagree	505 7.2	205 6.1	272 8.1
(2) Unsure	1443 20.6	575 17.1	795 23.6
(3) I agree.	4906 70.0	2560 76.1	2290 67.9
41. Check one:			
Omit. . .	263 3.8	0 0.0	0 0.0
(1) Male	3366 48.1	3366 100.0	0 0.0
(2) Female	3375 48.2	0 0.0	3375 100.0
42. Check the grade you are in:			
Omit. . .	48 0.7	9 0.3	3 0.1
(1) 9th grade.	1101 15.7	549 16.3	542 16.1
(2) 10th grade	5758 82.2	2753 81.8	2789 82.6
(3) 11th grade	97 1.4	55 1.6	41 1.2

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.1
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests.			
Omit. . .	5 0.5	31 0.5	2 2.1
(1) I disagree	225 20.4	1243 21.6	32 33.0
(2) Unsure	393 35.7	2027 35.2	26 26.8
(3) I agree.	478 43.4	2457 42.7	37 38.1
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school.			
Omit. . .	4 0.4	25 0.4	1 1.0
(1) I disagree	412 37.4	2174 37.8	45 46.4
(2) Unsure	451 41.0	2277 39.5	39 40.2
(3) I agree.	234 21.3	1282 22.3	12 12.4
3. I know someone who is in a nontraditional career.			
Omit. . .	11 1.0	50 0.9	0 0.0
(1) I disagree	258 23.4	1160 20.1	20 20.6
(2) Unsure	312 28.3	1714 29.8	24 24.7
(3) I agree.	520 47.2	2834 49.2	53 54.6
4. Teachers generally treat males and females the same.			
Omit. . .	3 0.3	24 0.4	0 0.0
(1) I disagree	344 31.2	1892 32.9	25 25.8
(2) Unsure	230 20.9	1174 20.4	25 25.8
(3) I agree.	524 47.6	2668 46.3	47 48.5
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	3 0.3	24 0.4	0 0.0
(1) I disagree	305 27.7	1632 28.3	27 27.8
(2) Unsure	374 34.0	1930 33.5	39 40.2
(3) I agree.	419 38.1	2172 37.7	31 32.0
6. In our school, there are support groups for students enrolled in nontraditional classes.			
Omit. . .	8 0.7	37 0.6	0 0.0
(1) I disagree	326 29.6	1834 31.9	32 33.0
(2) Unsure	617 56.0	3056 53.1	52 53.6
(3) I agree.	150 13.6	831 14.4	13 13.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
7. Teachers expect the same achievement from males and females. Omit. . .	6 0.5	41 0.7	2 2.1
(1) I disagree	144 13.1	1033 17.9	19 19.6
(2) Unsure	201 18.3	1109 19.3	19 19.6
(3) I agree.	750 68.1	3575 62.1	57 58.8
8. Teachers point out examples of stereotyping in textbooks and other materials. Omit. . .	8 0.7	38 0.7	0 0.0
(1) I disagree	202 18.3	1167 20.3	17 17.5
(2) Unsure	392 35.6	2144 37.2	31 32.0
(3) I agree.	499 45.3	2409 41.8	49 50.5
9. My counselor suggests classes I need for my career choice. Omit. . .	15 1.4	44 0.8	0 0.0
(1) I disagree	346 31.4	1678 29.1	33 34.0
(2) Unsure	327 29.7	1360 23.6	20 20.6
(3) I agree.	413 37.5	2676 46.5	44 45.4
10. The counselors maintain up-to-date career information that can be used in making career choices. Omit. . .	13 1.2	40 0.7	0 0.0
(1) I disagree	123 11.2	724 12.6	18 18.6
(2) Unsure	466 42.3	2102 36.5	36 37.1
(3) I agree.	499 45.3	2892 50.2	43 44.3
11. Counselors have helped me with my career choices. Omit. . .	13 1.2	57 1.0	1 1.0
(1) I disagree	585 53.1	2807 48.7	36 37.1
(2) Unsure	288 26.2	1334 23.2	37 38.1
(3) I agree.	215 19.5	1560 27.1	23 23.7
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses." Omit. . .	1 0.1	28 0.5	0 0.0
(1) I disagree	506 46.0	2441 42.4	37 38.1
(2) Unsure	315 28.6	1641 28.5	25 25.8
(3) I agree.	279 25.3	1648 28.6	35 36.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.3
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
13. Career and vocational courses are designed so the content is appropriate to both males and females.			
Omit. . .	7 0.6	49 0.9	0 0.0
(1) I disagree	63 5.7	435 7.6	13 13.4
(2) Unsure	476 43.2	2371 41.2	32 33.0
(3) I agree.	555 50.4	2903 50.4	52 53.6
14. I will work at a paying job most of my life.			
Omit. . .	3 0.3	8 0.1	0 0.0
(1) I disagree	40 3.6	199 3.5	7 7.2
(2) Unsure	166 15.1	875 15.2	17 17.5
(3) I agree.	892 81.0	4676 81.2	73 75.3
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families.			
Omit. . .	6 0.5	30 0.5	0 0.0
(1) I disagree	169 15.3	869 15.1	13 13.4
(2) Unsure	689 62.6	3685 64.0	60 61.9
(3) I agree.	237 21.5	1174 20.4	24 24.7
16. Nine out of ten women work for pay sometime during their lives.			
Omit. . .	4 0.4	33 0.6	0 0.0
(1) I disagree	49 4.5	264 4.6	2 2.1
(2) Unsure	312 28.3	1484 25.8	32 33.0
(3) I agree.	736 66.8	3977 69.1	63 64.9
17. The average woman will work outside the home between 20-40 years in her lifetime.			
Omit. . .	6 0.5	44 0.8	0 0.0
(1) I disagree	101 9.2	438 7.6	5 5.2
(2) Unsure	506 46.0	2540 44.1	46 47.4
(3) I agree.	488 44.3	2736 47.5	46 47.4
18. Women make up 15 percent (3 out of 20) of physicians in the U.S.			
Omit. . .	3 0.3	45 0.8	0 0.0
(1) I disagree	105 9.5	419 7.3	8 8.2
(2) Unsure	589 53.5	3237 56.2	57 58.8
(3) I agree.	404 36.7	2057 35.7	32 33.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
19. Physicians, who work in clinics, make an average annual salary of \$74,000. Omit. . .	3 0.3	72 1.3	0 0.0
(1) I disagree	71 6.4	336 5.8	6 6.2
(2) Unsure	731 66.4	3820 66.3	62 63.9
(3) I agree.	296 26.9	1530 26.6	29 29.9
20. Nurses earn an average annual salary of \$26,000. Omit. . .	4 0.4	78 1.4	1 1.0
(1) I disagree	82 7.4	380 6.6	13 13.4
(2) Unsure	760 69.0	3949 68.6	61 62.9
(3) I agree.	255 23.2	1351 23.5	22 22.7
21. Ninety-nine percent of all secretaries are women. Omit. . .	6 0.5	91 1.6	1 1.0
(1) I disagree	127 11.5	588 10.2	10 10.3
(2) Unsure	357 32.4	1959 34.0	39 40.2
(3) I agree.	611 55.5	3120 54.2	47 48.5
22. Secretaries make an average annual salary of \$12,000. Omit. . .	9 0.8	116 2.0	1 1.0
(1) I disagree	113 10.3	541 9.4	14 14.4
(2) Unsure	772 70.1	4106 71.3	60 61.9
(3) I agree.	207 18.8	995 17.3	22 22.7
23. On average, women make 65 cents for every dollar men make. Omit. . .	8 0.7	96 1.7	0 0.0
(1) I disagree	179 16.3	945 16.4	11 11.3
(2) Unsure	646 58.7	3344 58.1	53 54.6
(3) I agree.	268 24.3	1373 23.8	33 34.0
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	7 0.6	81 1.4	0 0.0
(1) I disagree	105 9.5	573 10.0	12 12.4
(2) Unsure	195 17.7	1247 21.7	26 26.8
(3) I agree.	794 72.1	3857 67.0	59 60.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.5
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
25. My parents encourage me to explore different career possibilities.			
Omit. . .	3 0.3	71 1.2	0 0.0
(1) I disagree	131 11.9	773 13.4	9 9.3
(2) Unsure	135 12.3	787 13.7	14 14.4
(3) I agree.	832 75.6	4127 71.7	74 76.3
26. My parents believe the career I choose should pay well.			
Omit. . .	7 0.6	81 1.4	0 0.0
(1) I disagree	182 16.5	934 16.2	14 14.4
(2) Unsure	317 28.8	1433 24.9	26 26.8
(3) I agree.	595 54.0	3310 57.5	57 58.8
27. I have learned about different careers from watching TV.			
Omit. . .	7 0.6	102 1.8	1 1.0
(1) I disagree	216 19.6	1204 20.9	21 21.6
(2) Unsure	199 18.1	1095 19.0	23 23.7
(3) I agree.	679 61.7	3357 58.3	52 53.6
28. I plan to have a career.			
Omit. . .	3 0.3	83 1.4	0 0.0
(1) I disagree	23 2.1	162 2.8	2 2.1
(2) Unsure	80 7.3	503 8.7	11 11.3
(3) I agree.	995 90.4	5010 87.0	84 86.6
29. I plan to have a family and a career.			
Omit. . .	5 0.5	86 1.5	0 0.0
(1) I disagree	88 8.0	393 6.8	8 8.2
(2) Unsure	244 22.2	1326 23.0	15 15.5
(3) I agree.	764 69.4	3953 68.7	74 76.3
30. My parents would support me in whatever career I choose.			
Omit. . .	6 0.5	81 1.4	0 0.0
(1) I disagree	89 8.1	476 8.3	9 9.3
(2) Unsure	227 20.6	1125 19.5	18 18.6
(3) I agree.	779 70.8	4076 70.8	70 72.2

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.6
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
31. My future career is important, so I want to start preparing for it now by taking the right classes. Omit. . .	5 0.5	84 1.5	0 0.0
(1) I disagree	46 4.2	202 3.5	3 3.1
(2) Unsure	131 11.9	771 13.4	18 18.6
(3) I agree.	919 83.5	4701 81.6	76 78.4
32. Women, as well as men, work to provide for themselves and for their families. Omit. . .	6 0.5	91 1.6	0 0.0
(1) I disagree	43 3.9	185 3.2	3 3.1
(2) Unsure	129 11.7	766 13.3	13 13.4
(3) I agree.	923 83.8	4716 81.9	81 83.5
33. I believe I have the right to enroll in any course in our school. Omit. . .	11 1.0	98 1.7	0 0.0
(1) I disagree	40 3.6	218 3.8	6 6.2
(2) Unsure	110 10.0	575 10.0	7 7.2
(3) I agree.	940 85.4	4867 84.5	84 86.6
34. I feel good about myself. Omit. . .	7 0.6	105 1.8	0 0.0
(1) I disagree	68 6.2	380 6.6	5 5.2
(2) Unsure	242 22.0	1214 21.1	24 24.7
(3) I agree.	784 71.2	4059 70.5	68 70.1
35. I view my career primarily as a way to make some extra money. Omit. . .	8 0.7	118 2.0	0 0.0
(1) I disagree	471 42.8	2225 38.6	41 42.3
(2) Unsure	276 25.1	1445 25.1	23 23.7
(3) I agree.	346 31.4	1970 34.2	33 34.0
36. I view my career primarily as something to do before marriage. Omit. . .	16 1.5	121 2.1	1 1.0
(1) I disagree	531 48.2	2722 47.3	51 52.6
(2) Unsure	321 29.2	1593 27.7	25 25.8
(3) I agree.	233 21.2	1322 23.0	20 20.6

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.7
Table 7269.G
Student Career Survey

Item Statement	9Th N %	10Th N %	11Th N %
37. I view my career primarily as a way to use and develop my abilities.			
Omit. . .	13 1.2	117 2.0	0 0.0
(1) I disagree	104 9.4	553 9.6	13 13.4
(2) Unsure	295 26.8	1406 24.4	19 19.6
(3) I agree.	689 62.6	3682 63.9	65 67.0
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.			
Omit. . .	8 0.7	126 2.2	1 1.0
(1) I disagree	61 5.5	409 7.1	7 7.2
(2) Unsure	343 31.2	1605 27.9	24 24.7
(3) I agree.	689 62.6	3618 62.8	65 67.0
39. I feel I could be whatever I want to be.			
Omit. . .	6 0.5	109 1.9	1 1.0
(1) I disagree	93 8.4	460 8.0	9 9.3
(2) Unsure	218 19.8	1075 18.7	21 21.6
(3) I agree.	784 71.2	4114 71.4	66 68.0
40. I feel like I am good at many things.			
Omit. . .	10 0.9	115 2.0	1 1.0
(1) I disagree	71 6.4	421 7.3	9 9.3
(2) Unsure	242 22.0	1179 20.5	15 15.5
(3) I agree.	778 70.7	4043 70.2	72 74.2
41. Check one:			
Omit. . .	10 0.9	216 3.8	1 1.0
(1) Male	549 49.9	2753 47.8	55 56.7
(2) Female	542 49.2	2789 48.4	41 42.3
42. Check the grade you are in:			
Omit. . .	0 0.0	0 0.0	0 0.0
(1) 9th grade.	1101 100.0	0 0.0	0 0.0
(2) 10th grade	0 0.0	5758 100.0	0 0.0
(3) 11th grade	0 0.0	0 0.0	97 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. I am encouraged to take courses that I need for careers of the future. Omit. . .	26 0.3	8 0.2	15 0.4
(1) I disagree	641 8.3	290 8.0	312 8.2
(2) Unsure	1245 16.1	661 18.3	504 13.2
(3) I agree.	5824 75.3	2660 73.5	2976 78.2
2. I would like to know more about future career possibilities. Omit. . .	18 0.2	8 0.2	6 0.2
(1) I disagree	367 4.7	182 5.0	160 4.2
(2) Unsure	1106 14.3	611 16.9	416 10.9
(3) I agree.	6245 80.7	2818 77.9	3225 84.7
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	19 0.2	5 0.1	9 0.2
(1) I disagree	2270 29.3	1092 30.2	1094 28.7
(2) Unsure	3139 40.6	1528 42.2	1486 39.0
(3) I agree.	2308 29.8	994 27.5	1218 32.0
4. In our school, there are support groups for students choosing nontraditional careers. Omit. . .	29 0.4	12 0.3	10 0.3
(1) I disagree	3252 42.0	1341 37.1	1820 47.8
(2) Unsure	3671 47.5	1836 50.7	1680 44.1
(3) I agree.	784 10.1	430 11.9	297 7.8
5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	35 0.5	12 0.3	16 0.4
(1) I disagree	1436 18.6	608 16.8	759 19.9
(2) Unsure	2717 35.1	1356 37.5	1254 32.9
(3) I agree.	3548 45.9	1643 45.4	1778 46.7
6. Some courses in our school are boys courses and some are girls courses. Omit. . .	26 0.3	12 0.3	7 0.2
(1) I disagree	2966 38.3	1312 36.3	1569 41.2
(2) Unsure	1880 24.3	979 27.1	794 20.9
(3) I agree.	2864 37.0	1316 36.4	1437 37.7

Annual Composite Report
1989-1992 Evaluation Data

Page A1.2
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Generally, teachers treat male and female students the same. Omit. . .	49 0.6	15 0.4	22 0.6
(1) I disagree	1586 20.5	777 21.5	744 19.5
(2) Unsure	1716 22.2	853 23.6	761 20.0
(3) I agree.	4385 56.7	1974 54.5	2280 59.9
8. Teachers pay more attention to boys. Omit. . .	37 0.5	12 0.3	14 0.4
(1) I disagree	4773 61.7	2268 62.7	2370 62.3
(2) Unsure	2364 30.6	1134 31.3	1110 29.2
(3) I agree.	562 7.3	205 5.7	313 8.2
9. Teachers pay more attention to girls. Omit. .	51 0.7	15 0.4	26 0.7
(1) I disagree	4368 56.5	1813 50.1	2447 64.3
(2) Unsure	2382 30.8	1122 31.0	1141 30.0
(3) I agree.	935 12.1	669 18.5	193 5.1
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	72 0.9	29 0.8	33 0.9
(1) I disagree	389 5.0	218 6.0	142 3.7
(2) Unsure	1817 23.5	949 26.2	761 20.0
(3) I agree.	5458 70.6	2423 67.0	2871 75.4
11. Teachers expect the same achievement from females and males. Omit. . .	47 0.6	19 0.5	16 0.4
(1) I disagree	988 12.8	472 13.0	468 12.3
(2) Unsure	1511 19.5	777 21.5	632 16.6
(3) I agree.	5190 67.1	2351 65.0	2691 70.7
12. Most women work because of economic need. Omit. . .	21 0.3	5 0.1	6 0.2
(1) I disagree	1772 22.9	593 16.4	1126 29.6
(2) Unsure	2949 38.1	1678 46.4	1141 30.0
(3) I agree.	2994 38.7	1343 37.1	1534 40.3

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.3
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
13. Ninety percent of women work for pay most of their life. Omit. . .	30 0.4	9 0.2	6 0.2
(1) I disagree	1113 14.4	628 17.4	428 11.2
(2) Unsure	3703 47.9	1983 54.8	1569 41.2
(3) I agree.	2890 37.4	999 27.6	1804 47.4
14. Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . .	38 0.5	12 0.3	8 0.2
(1) I disagree	485 6.3	207 5.7	239 6.3
(2) Unsure	4836 62.5	2403 66.4	2254 59.2
(3) I agree.	2377 30.7	997 27.5	1306 34.3
15. Physicians, who work in clinics, earn about \$74,000 a year. Omit. . .	33 0.4	7 0.2	8 0.2
(1) I disagree	481 6.2	249 6.9	205 5.4
(2) Unsure	5336 69.0	2393 66.1	2756 72.4
(3) I agree.	1886 24.4	970 26.8	838 22.0
16. Nurses earn about \$26,000 a year. Omit. . .	42 0.5	11 0.3	13 0.3
(1) I disagree	535 6.9	243 6.7	263 6.9
(2) Unsure	5253 67.9	2430 67.1	2630 69.1
(3) I agree.	1906 24.6	935 25.8	901 23.7
17. Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . .	43 0.6	16 0.4	10 0.3
(1) I disagree	491 6.3	251 6.9	206 5.4
(2) Unsure	5222 67.5	2466 68.1	2564 67.3
(3) I agree.	1980 25.6	886 24.5	1027 27.0
18. Most men will work for pay most of their lives. Omit. . .	40 0.5	12 0.3	7 0.2
(1) I disagree	201 2.6	89 2.5	95 2.5
(2) Unsure	1350 17.5	642 17.7	603 15.8
(3) I agree.	6145 79.4	2876 79.5	3102 81.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. Starting annual salary for engineers is \$30,000. Omit. . .	49 0.6	17 0.5	14 0.4
(1) I disagree	418 5.4	216 6.0	173 4.5
(2) Unsure	5156 66.6	2129 58.8	2831 74.4
(3) I agree.	2113 27.3	1257 34.7	789 20.7
20. Ninety-nine percent of all secretaries are women. Omit. . .	31 0.4	4 0.1	8 0.2
(1) I disagree	621 8.0	286 7.9	308 8.1
(2) Unsure	2961 38.3	1557 43.0	1265 33.2
(3) I agree.	4123 53.3	1772 49.0	2226 58.5
21. Secretaries annually earn about \$12,000. Omit.	33 0.4	6 0.2	7 0.2
(1) I disagree	708 9.2	387 10.7	284 7.5
(2) Unsure	5529 71.5	2600 71.8	2739 71.9
(3) I agree.	1466 19.0	626 17.3	777 20.4
22. Most men work because of economic need. Omit.	107 1.4	2 0.1	5 0.1
(1) I disagree	518 6.7	187 5.2	312 8.2
(2) Unsure	1678 21.7	682 18.8	920 24.2
(3) I agree.	5433 70.2	2748 75.9	2570 67.5
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	112 1.4	4 0.1	3 0.1
(1) I disagree	328 4.2	249 6.9	61 1.6
(2) Unsure	1214 15.7	829 22.9	295 7.7
(3) I agree.	6082 78.6	2537 70.1	3448 90.6
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	129 1.7	11 0.3	11 0.3
(1) I disagree	581 7.5	340 9.4	215 5.6
(2) Unsure	1360 17.6	818 22.6	454 11.9
(3) I agree.	5666 73.2	2450 67.7	3127 82.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.5
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. I expect to work at a paying job most of my life.			
Omit. . .	148 1.9	15 0.4	23 0.6
(1) I disagree	243 3.1	119 3.3	101 2.7
(2) Unsure	1058 13.7	505 14.0	470 12.3
(3) I agree.	6287 81.3	2980 82.3	3213 84.4
26. Women, as well as men, work to provide for themselves and for their families.			
Omit. . .	122 1.6	9 0.2	3 0.1
(1) I disagree	198 2.6	139 3.8	42 1.1
(2) Unsure	819 10.6	541 14.9	205 5.4
(3) I agree.	6597 85.3	2930 81.0	3557 93.4
27. I would support a man's choice to be a nurse.			
Omit. . .	128 1.7	11 0.3	4 0.1
(1) I disagree	574 7.4	453 12.5	105 2.8
(2) Unsure	1422 18.4	968 26.7	356 9.4
(3) I agree.	5612 72.5	2187 60.4	3342 87.8
28. I would support a woman's choice to be a carpenter.			
Omit. . .	147 1.9	19 0.5	11 0.3
(1) I disagree	550 7.1	435 12.0	92 2.4
(2) Unsure	1354 17.5	919 25.4	345 9.1
(3) I agree.	5685 73.5	2246 62.1	3359 88.2
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex.			
Omit. . .	131 1.7	10 0.3	2 0.1
(1) I disagree	369 4.8	253 7.0	84 2.2
(2) Unsure	952 12.3	603 16.7	280 7.4
(3) I agree.	6284 81.2	2753 76.1	3441 90.4
30. I would consider owning my own business.			
Omit. . .	133 1.7	8 0.2	5 0.1
(1) I disagree	623 8.1	213 5.9	392 10.3
(2) Unsure	1677 21.7	791 21.9	793 20.8
(3) I agree.	5303 68.5	2607 72.0	2617 68.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.6
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. Nearly half of single-parent families live in poverty.			
Omit. . .	125 1.6	3 0.1	7 0.2
(1) I disagree	1551 20.0	603 16.7	922 24.2
(2) Unsure	4513 58.3	2294 63.4	2097 55.1
(3) I agree.	1547 20.0	719 19.9	781 20.5
32. Six out of ten people in poverty are women who are the main source of income for their families.			
Omit. . .	144 1.9	12 0.3	12 0.3
(1) I disagree	715 9.2	288 8.0	394 10.3
(2) Unsure	4647 60.1	2316 64.0	2221 58.3
(3) I agree.	2230 28.8	1003 27.7	1180 31.0
33. My parents have helped me explore possible careers.			
Omit. . .	156 2.0	19 0.5	15 0.4
(1) I disagree	1620 20.9	684 18.9	900 23.6
(2) Unsure	1376 17.8	798 22.1	495 13.0
(3) I agree.	4584 59.3	2118 58.5	2397 63.0
34. My parents know about job market demands and training required for jobs.			
Omit. . .	143 1.8	13 0.4	9 0.2
(1) I disagree	1299 16.8	566 15.6	702 18.4
(2) Unsure	2560 33.1	1275 35.2	1191 31.3
(3) I agree.	3734 48.3	1765 48.8	1905 50.0
35. I have learned about a wide variety of careers from watching TV.			
Omit. . .	161 2.1	19 0.5	15 0.4
(1) I disagree	2248 29.1	944 26.1	1270 33.4
(2) Unsure	2028 26.2	1037 28.7	896 23.5
(3) I agree.	3299 42.6	1619 44.7	1626 42.7
36. My friends and I generally have the same kinds of career goals.			
Omit. . .	148 1.9	10 0.3	11 0.3
(1) I disagree	3228 41.7	1275 35.2	1913 50.2
(2) Unsure	2083 26.9	1151 31.8	839 22.0
(3) I agree.	2277 29.4	1183 32.7	1044 27.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.7
Table 7270.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
37.	I plan to have a career.			
	Omit. . .	147 1.9	11 0.3	8 0.2
	(1) I disagree	146 1.9	72 2.0	50 1.3
	(2) Unsure	705 9.1	390 10.8	228 6.0
	(3) I agree.	6738 87.1	3146 86.9	3521 92.5
38.	I plan to have a career and a family.			
	Omit. . .	149 1.9	12 0.3	7 0.2
	(1) I disagree	438 5.7	242 6.7	175 4.6
	(2) Unsure	1458 18.8	774 21.4	596 15.7
	(3) I agree.	5691 73.6	2591 71.6	3029 79.6
39.	I feel good about myself.			
	Omit. . .	166 2.1	19 0.5	16 0.4
	(1) I disagree	415 5.4	169 4.7	223 5.9
	(2) Unsure	1492 19.3	706 19.5	700 18.4
	(3) I agree.	5663 73.2	2725 75.3	2868 75.3
40.	My parents would support me in whatever career I choose.			
	Omit. . .	156 2.0	19 0.5	8 0.2
	(1) I disagree	514 6.6	242 6.7	247 6.5
	(2) Unsure	1331 17.2	755 20.9	487 12.8
	(3) I agree.	5735 74.1	2603 71.9	3065 80.5
41.	My male friends would support me in whatever career I choose.			
	Omit. . .	155 2.0	13 0.4	9 0.2
	(1) I disagree	317 4.1	185 5.1	112 2.9
	(2) Unsure	1816 23.5	1023 28.3	700 18.4
	(3) I agree.	5448 70.4	2398 66.3	2986 78.4
42.	My female friends would support me in whatever career I choose.			
	Omit. . .	157 2.0	13 0.4	11 0.3
	(1) I disagree	256 3.3	154 4.3	74 1.9
	(2) Unsure	1490 19.3	1011 27.9	388 10.2
	(3) I agree.	5833 75.4	2441 67.4	3334 87.6

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.8
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	160 2.1	15 0.4	14 0.4
(1) I disagree	178 2.3	99 2.7	58 1.5
(2) Unsure	1029 13.3	597 16.5	341 9.0
(3) I agree.	6369 82.3	2908 80.4	3394 89.2
44. I enjoy trying new and different things. Omit.	157 2.0	14 0.4	12 0.3
(1) I disagree	217 2.8	125 3.5	70 1.8
(2) Unsure	1136 14.7	668 18.5	377 9.9
(3) I agree.	6226 80.5	2812 77.7	3348 87.9
45. I feel I can be whatever I want to be. Omit.	160 2.1	17 0.5	11 0.3
(1) I disagree	429 5.5	241 6.7	163 4.3
(2) Unsure	1243 16.1	695 19.2	468 12.3
(3) I agree.	5904 76.3	2666 73.7	3165 83.1
46. I am good at making decisions. Omit. . .	178 2.3	26 0.7	18 0.5
(1) I disagree	626 8.1	238 6.6	365 9.6
(2) Unsure	2243 29.0	1067 29.5	1085 28.5
(3) I agree.	4689 60.6	2288 63.2	2339 61.4
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	189 2.4	34 0.9	20 0.5
(1) I disagree	485 6.3	264 7.3	198 5.2
(2) Unsure	1335 17.3	743 20.5	503 13.2
(3) I agree.	5727 74.0	2578 71.2	3086 81.1
48. Check one: Omit. . .	308 4.0	0 0.0	0 0.0
(1) Male	3619 46.8	3619 100.0	0 0.0
(2) Female	3807 49.2	0 0.0	3807 100.0
49. Check the grade you are in: Omit. . .	60 0.8	3 0.1	1 0.0
(1) 11th grade	1482 19.2	754 20.8	719 18.9
(2) 12th grade	6194 80.1	2862 79.1	3087 81.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.1
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
1. I am encouraged to take courses that I need for careers of the future.			
Omit. . .	26 0.3	6 0.4	20 0.3
(1) I disagree	641 8.3	88 5.9	548 8.8
(2) Unsure	1245 16.1	235 15.9	990 16.0
(3) I agree.	5824 75.3	1153 77.8	4636 74.8
2. I would like to know more about future career possibilities.			
Omit. . .	18 0.2	6 0.4	12 0.2
(1) I disagree	367 4.7	60 4.0	304 4.9
(2) Unsure	1106 14.3	196 13.2	895 14.4
(3) I agree.	6245 80.7	1220 82.3	4983 80.4
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	19 0.2	1 0.1	17 0.3
(1) I disagree	2270 29.3	453 30.6	1799 29.0
(2) Unsure	3139 40.6	656 44.3	2461 39.7
(3) I agree.	2308 29.8	372 25.1	1917 30.9
4. In our school, there are support groups for students choosing nontraditional careers.			
Omit. . .	29 0.4	5 0.3	24 0.4
(1) I disagree	3252 42.0	597 40.3	2636 42.6
(2) Unsure	3671 47.5	749 50.5	2893 46.7
(3) I agree.	784 10.1	131 8.8	641 10.3
5. The counselor maintains up-to-date career publications that help me make career choices.			
Omit. . .	35 0.5	7 0.5	28 0.5
(1) I disagree	1436 18.6	220 14.8	1200 19.4
(2) Unsure	2717 35.1	588 39.7	2107 34.0
(3) I agree.	3548 45.9	667 45.0	2859 46.2
6. Some courses in our school are boys courses and some are girls courses.			
Omit. . .	26 0.3	5 0.3	21 0.3
(1) I disagree	2966 38.3	550 37.1	2399 38.7
(2) Unsure	1880 24.3	375 25.3	1483 23.9
(3) I agree.	2864 37.0	552 37.2	2291 37.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
7. Generally, teachers treat male and female students the same. Omit. . .	49 0.6	7 0.5	41 0.7
(1) I disagree	1586 20.5	299 20.2	1276 20.6
(2) Unsure	1716 22.2	346 23.3	1349 21.8
(3) I agree.	4385 56.7	830 56.0	3528 57.0
8. Teachers pay more attention to boys. Omit. . .	37 0.5	4 0.3	31 0.5
(1) I disagree	4773 61.7	918 61.9	3827 61.8
(2) Unsure	2364 30.6	457 30.8	1881 30.4
(3) I agree.	562 7.3	103 7.0	455 7.3
9. Teachers pay more attention to girls. Omit. .	51 0.7	13 0.9	36 0.6
(1) I disagree	4368 56.5	821 55.4	3529 57.0
(2) Unsure	2382 30.8	459 31.0	1895 30.6
(3) I agree.	935 12.1	189 12.8	734 11.9
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	72 0.9	16 1.1	55 0.9
(1) I disagree	389 5.0	60 4.0	327 5.3
(2) Unsure	1817 23.5	307 20.7	1484 24.0
(3) I agree.	5458 70.6	1099 74.2	4328 69.9
11. Teachers expect the same achievement from females and males. Omit. . .	47 0.6	5 0.3	42 0.7
(1) I disagree	988 12.8	174 11.7	806 13.0
(2) Unsure	1511 19.5	302 20.4	1187 19.2
(3) I agree.	5190 67.1	1001 67.5	4159 67.1
12. Most women work because of economic need. Omit. . .	21 0.3	2 0.1	19 0.3
(1) I disagree	1772 22.9	314 21.2	1450 23.4
(2) Unsure	2949 38.1	612 41.3	2306 37.2
(3) I agree.	2994 38.7	554 37.4	2419 39.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.3
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
13. Ninety percent of women work for pay most of their life. Omit. . .	30 0.4	3 0.2	26 0.4
(1) I disagree	1113 14.4	201 13.6	902 14.6
(2) Unsure	3703 47.9	730 49.3	2945 47.5
(3) I agree.	2890 37.4	548 37.0	2321 37.5
14. Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . .	38 0.5	1 0.1	36 0.6
(1) I disagree	485 6.3	85 5.7	391 6.3
(2) Unsure	4836 62.5	1001 67.5	3797 61.3
(3) I agree.	2377 30.7	395 26.7	1970 31.8
15. Physicians, who work in clinics, earn about \$74,000 a year. Omit. . .	33 0.4	5 0.3	26 0.4
(1) I disagree	481 6.2	80 5.4	398 6.4
(2) Unsure	5336 69.0	1080 72.9	4210 68.0
(3) I agree.	1886 24.4	317 21.4	1560 25.2
16. Nurses earn about \$26,000 a year. Omit. . .	42 0.5	7 0.5	34 0.5
(1) I disagree	535 6.9	79 5.3	450 7.3
(2) Unsure	5253 67.9	1085 73.2	4127 66.6
(3) I agree.	1906 24.6	311 21.0	1583 25.6
17. Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . .	43 0.6	5 0.3	37 0.6
(1) I disagree	491 6.3	92 6.2	394 6.4
(2) Unsure	5222 67.5	1064 71.8	4118 66.5
(3) I agree.	1980 25.6	321 21.7	1645 26.6
18. Most men will work for pay most of their lives. Omit. . .	40 0.5	4 0.3	34 0.5
(1) I disagree	201 2.6	24 1.6	176 2.8
(2) Unsure	1350 17.5	287 19.4	1031 16.6
(3) I agree.	6145 79.4	1167 78.7	4953 80.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
19. Starting annual salary for engineers is \$30,000. Omit. . .	49 0.6	4 0.3	44 0.7
(1) I disagree	418 5.4	78 5.3	336 5.4
(2) Unsure	5156 66.6	1081 72.9	4031 65.1
(3) I agree.	2113 27.3	319 21.5	1783 28.8
20. Ninety-nine percent of all secretaries are women. Omit. . .	31 0.4	2 0.1	28 0.5
(1) I disagree	621 8.0	116 7.8	500 8.1
(2) Unsure	2961 38.3	560 37.8	2375 38.3
(3) I agree.	4123 53.3	804 54.3	3291 53.1
21. Secretaries annually earn about \$12,000. Omit. . .	33 0.4	3 0.2	29 0.5
(1) I disagree	708 9.2	124 8.4	580 9.4
(2) Unsure	5529 71.5	1130 76.2	4353 70.3
(3) I agree.	1466 19.0	225 15.2	1232 19.9
22. Most men work because of economic need. Omit. . .	107 1.4	2 0.1	76 1.2
(1) I disagree	518 6.7	100 6.7	417 6.7
(2) Unsure	1678 21.7	378 25.5	1286 20.8
(3) I agree.	5433 70.2	1002 67.6	4415 71.3
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	112 1.4	0 0.0	84 1.4
(1) I disagree	328 4.2	74 5.0	251 4.1
(2) Unsure	1214 15.7	261 17.6	941 15.2
(3) I agree.	6082 78.6	1147 77.4	4918 79.4
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	129 1.7	4 0.3	97 1.6
(1) I disagree	581 7.5	111 7.5	467 7.5
(2) Unsure	1360 17.6	304 20.5	1042 16.8
(3) I agree.	5666 73.2	1063 71.7	4588 74.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.5
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
25. I expect to work at a paying job most of my life.			
Omit. . .	148 1.9	8 0.5	111 1.8
(1) I disagree	243 3.1	42 2.8	198 3.2
(2) Unsure	1058 13.7	230 15.5	815 13.2
(3) I agree.	6287 81.3	1202 81.1	5070 81.9
26. Women, as well as men, work to provide for themselves and for their families.			
Omit. . .	122 1.6	3 0.2	91 1.5
(1) I disagree	198 2.6	41 2.8	155 2.5
(2) Unsure	819 10.6	172 11.6	635 10.3
(3) I agree.	6597 85.3	1266 85.4	5313 85.8
27. I would support a man's choice to be a nurse.			
Omit. . .	128 1.7	4 0.3	96 1.5
(1) I disagree	574 7.4	146 9.9	428 6.9
(2) Unsure	1422 18.4	316 21.3	1091 17.6
(3) I agree.	5612 72.5	1016 68.6	4579 73.9
28. I would support a woman's choice to be a carpenter.			
Omit. . .	147 1.9	9 0.6	110 1.8
(1) I disagree	550 7.1	135 9.1	412 6.7
(2) Unsure	1354 17.5	292 19.7	1049 16.9
(3) I agree.	5685 73.5	1046 70.6	4623 74.6
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex.			
Omit. . .	131 1.7	2 0.1	99 1.6
(1) I disagree	369 4.8	76 5.1	290 4.7
(2) Unsure	952 12.3	202 13.6	739 11.9
(3) I agree.	6284 81.2	1202 81.1	5066 81.8
30. I would consider owning my own business.			
Omit. . .	133 1.7	3 0.2	100 1.6
(1) I disagree	623 8.1	129 8.7	493 8.0
(2) Unsure	1677 21.7	380 25.6	1282 20.7
(3) I agree.	5303 68.5	970 65.5	4319 69.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.6
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
31. Nearly half of single-parent families live in poverty.			
Omit. . .	125 1.6	4 0.3	93 1.5
(1) I disagree	1551 20.0	269 18.2	1278 20.6
(2) Unsure	4513 58.3	939 63.4	3553 57.4
(3) I agree.	1547 20.0	270 18.2	1270 20.5
32. Six out of ten people in poverty are women who are the main source of income for their families.			
Omit. . .	144 1.9	6 0.4	108 1.7
(1) I disagree	715 9.2	126 8.5	582 9.4
(2) Unsure	4647 60.1	948 64.0	3680 59.4
(3) I agree.	2230 28.8	402 27.1	1824 29.4
33. My parents have helped me explore possible careers.			
Omit. . .	156 2.0	10 0.7	116 1.9
(1) I disagree	1620 20.9	337 22.7	1277 20.6
(2) Unsure	1376 17.8	268 18.1	1097 17.7
(3) I agree.	4584 59.3	867 58.5	3704 59.8
34. My parents know about job market demands and training required for jobs.			
Omit. . .	143 1.8	8 0.5	106 1.7
(1) I disagree	1299 16.8	230 15.5	1065 17.2
(2) Unsure	2560 33.1	529 35.7	2013 32.5
(3) I agree.	3734 48.3	715 48.2	3010 48.6
35. I have learned about a wide variety of careers from watching TV.			
Omit. . .	161 2.1	8 0.5	123 2.0
(1) I disagree	2248 29.1	399 26.9	1845 29.8
(2) Unsure	2028 26.2	368 24.8	1642 26.5
(3) I agree.	3299 42.6	707 47.7	2584 41.7
36. My friends and I generally have the same kinds of career goals.			
Omit. . .	148 1.9	5 0.3	112 1.8
(1) I disagree	3228 41.7	587 39.6	2634 42.5
(2) Unsure	2083 26.9	475 32.1	1595 25.8
(3) I agree.	2277 29.4	415 28.0	1853 29.9

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.7
Table 7270.G
Student Career Survey

Item Statement		Total N %	11th N %	12th N %
37.	I plan to have a career. Omit. . .	147 1.9	7 0.5	109 1.8
	(1) I disagree	146 1.9	22 1.5	122 2.0
	(2) Unsure	705 9.1	148 10.0	543 8.8
	(3) I agree.	6738 87.1	1305 88.1	5420 87.5
38.	I plan to have a career and a family. Omit. .	149 1.9	6 0.4	112 1.8
	(1) I disagree	438 5.7	83 5.6	350 5.7
	(2) Unsure	1458 18.8	329 22.2	1115 18.0
	(3) I agree.	5691 73.6	1064 71.8	4617 74.5
39.	I feel good about myself. Omit. . .	166 2.1	12 0.8	123 2.0
	(1) I disagree	415 5.4	95 6.4	316 5.1
	(2) Unsure	1492 19.3	316 21.3	1161 18.7
	(3) I agree.	5663 73.2	1059 71.5	4594 74.2
40.	My parents would support me in whatever career I choose. Omit. . .	156 2.0	10 0.7	114 1.8
	(1) I disagree	514 6.6	99 6.7	413 6.7
	(2) Unsure	1331 17.2	285 19.2	1031 16.6
	(3) I agree.	5735 74.1	1088 73.4	4636 74.8
41.	My male friends would support me in whatever career I choose. Omit. . .	155 2.0	9 0.6	115 1.9
	(1) I disagree	317 4.1	60 4.0	254 4.1
	(2) Unsure	1816 23.5	445 30.0	1352 21.8
	(3) I agree.	5448 70.4	968 65.3	4473 72.2
42.	My female friends would support me in whatever career I choose. Omit. . .	157 2.0	7 0.5	118 1.9
	(1) I disagree	256 3.3	54 3.6	198 3.2
	(2) Unsure	1490 19.3	356 24.0	1118 18.0
	(3) I agree.	5833 75.4	1065 71.9	4760 76.8

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.8
Table 7270.G
Student Career Survey

Item Statement	Total N %	11Th N %	12Th N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	160 2.1	11 0.7	118 1.9
(1) I disagree	178 2.3	32 2.2	143 2.3
(2) Unsure	1029 13.3	235 15.9	776 12.5
(3) I agree.	6369 82.3	1204 81.2	5157 83.3
44. I enjoy trying new and different things. Omit.	157 2.0	12 0.8	114 1.8
(1) I disagree	217 2.8	40 2.7	172 2.8
(2) Unsure	1136 14.7	250 16.9	870 14.0
(3) I agree.	6226 80.5	1180 79.6	5038 81.3
45. I feel I can be whatever I want to be. Omit.	160 2.1	9 0.6	119 1.9
(1) I disagree	429 5.5	79 5.3	345 5.6
(2) Unsure	1243 16.1	266 17.9	967 15.6
(3) I agree.	5904 76.3	1128 76.1	4763 76.9
46. I am good at making decisions. Omit. . .	178 2.3	16 1.1	130 2.1
(1) I disagree	626 8.1	122 8.2	501 8.1
(2) Unsure	2243 29.0	470 31.7	1758 28.4
(3) I agree.	4689 60.6	874 59.0	3805 61.4
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	189 2.4	15 1.0	140 2.3
(1) I disagree	485 6.3	81 5.5	398 6.4
(2) Unsure	1335 17.3	280 18.9	1042 16.8
(3) I agree.	5727 74.0	1106 74.6	4614 74.5
48. Check one: Omit. . .	308 4.0	9 0.6	243 3.9
(1) Male	3619 46.8	754 50.9	2862 46.2
(2) Female	3807 49.2	719 48.5	3087 49.8
49. Check the grade you are in: Omit. . .	60 0.8	0 0.0	0 0.0
(1) 11th grade	1482 19.2	1482 100.0	0 0.0
(2) 12th grade	6194 80.1	0 0.0	6194 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7271.S
Administrator Survey

Item Statement	Total	Male	Female
	N %	N %	N %
1. Develop and implement a district policy statement on sex equity.			
Omit. . .	20 5.1	12 4.2	5 6.0
(1) Not done.	52 13.4	33 11.6	17 20.5
(2) In planning stage	96 24.7	76 26.8	12 14.5
(3) Has been done	221 56.8	163 57.4	49 59.0
2. Develop and implement a K-12 district-wide equity plan.			
Omit. . .	33 8.5	19 6.7	9 10.8
(1) Not done.	97 24.9	70 24.6	23 27.7
(2) In planning stage	183 47.0	135 47.5	39 47.0
(3) Has been done	76 19.5	60 21.1	12 14.5
3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity.			
Omit. . .	25 6.4	14 4.9	6 7.2
(1) Not done.	161 41.4	114 40.1	41 49.4
(2) In planning stage	138 35.5	106 37.3	23 27.7
(3) Has been done	65 16.7	50 17.6	13 15.7
4. Collect and analyze staffing pattern data by female/male.			
Omit. . .	40 10.3	21 7.4	12 14.5
(1) Not done.	131 33.7	94 33.1	33 39.8
(2) In planning stage	103 26.5	81 28.5	17 20.5
(3) Has been done	115 29.6	88 31.0	21 25.3
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions.			
Omit. . .	11 2.8	7 2.5	3 3.6
(1) Not done.	41 10.5	22 7.7	14 16.9
(2) In planning stage	13 3.3	10 3.5	2 2.4
(3) Has been done	324 83.3	245 86.3	64 77.1
6. Actively select men to serve in supportive/nurturing roles.			
Omit. . .	36 9.3	19 6.7	11 13.3
(1) Not done.	100 25.7	71 25.0	23 27.7
(2) In planning stage	23 5.9	18 6.3	4 4.8
(3) Has been done	230 59.1	176 62.0	45 54.2

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.2
Table 7271.S
Administrator Survey

Item Statement		Total N %	Male N %	Female N %
7-11. Ensure that equal employment opportunity is practiced in:				
7. development of job descriptions and qualification requirements.	Omit. . .	13 3.3	8 2.8	3 3.6
(1) Not done.		12 3.1	5 1.8	6 7.2
(2) In planning stage		18 4.6	15 5.3	3 3.6
(3) Has been done		346 88.9	256 90.1	71 85.5
8. advertisement.	Omit. . .	16 4.1	9 3.2	4 4.8
(1) Not done.		7 1.8	4 1.4	3 3.6
(2) In planning stage		6 1.5	6 2.1	0 0.0
(3) Has been done		360 92.5	265 93.3	76 91.6
9. employment interviews.	Omit. . .	12 3.1	5 1.8	3 3.6
(1) Not done.		9 2.3	2 0.7	7 8.4
(2) In planning stage		8 2.1	6 2.1	2 2.4
(3) Has been done		360 92.5	271 95.4	71 85.5
10. wages and benefits.	Omit. . .	14 3.6	6 2.1	5 6.0
(1) Not done.		9 2.3	4 1.4	5 6.0
(2) In planning stage		7 1.8	5 1.8	2 2.4
(3) Has been done		359 92.3	269 94.7	71 85.5
11. opportunities for advancement.	Omit. . .	26 6.7	13 4.6	9 10.8
(1) Not done.		9 2.3	2 0.7	7 8.4
(2) In planning stage		8 2.1	5 1.8	3 3.6
(3) Has been done		346 88.9	264 93.0	64 77.1
12. Assist staff in providing a bias-free environment for students.	Omit. . .	18 4.6	13 4.6	2 2.4
(1) Not done.		71 18.3	44 15.5	24 28.9
(2) In planning stage		120 30.8	85 29.9	30 36.1
(3) Has been done		180 46.3	142 50.0	27 32.5

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.3
Table 7271.S
Administrator Survey

Item Statement	Total	Male	Female
	N %	N %	N %
13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . .	21 5.4	13 4.6	4 4.8
(1) Not done.	47 12.1	36 12.7	8 9.6
(2) In planning stage	99 25.4	67 23.6	30 36.1
(3) Has been done	222 57.1	168 59.2	41 49.4
14. Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . .	77 19.8	45 15.8	26 31.3
(1) Not done.	61 15.7	39 13.7	18 21.7
(2) In planning stage	38 9.8	29 10.2	7 8.4
(3) Has been done	213 54.8	171 60.2	32 38.6
15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . .	49 12.6	28 9.9	15 18.1
(1) Not done.	90 23.1	59 20.8	24 28.9
(2) In planning stage	55 14.1	42 14.8	11 13.3
(3) Has been done	195 50.1	155 54.6	33 39.8
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . .	28 7.2	16 5.6	7 8.4
(1) Not done.	97 24.9	63 22.2	30 36.1
(2) In planning stage	95 24.4	70 24.6	19 22.9
(3) Has been done	169 43.4	135 47.5	27 32.5
17. Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . .	27 6.9	14 4.9	7 8.4
(1) Not done.	6 1.5	5 1.8	0 0.0
(2) In planning stage	30 7.7	26 9.2	3 3.6
(3) Has been done	326 83.8	239 84.2	73 88.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7271.S
Administrator Survey

Item Statement		Total N %	Male N %	Female N %
18-22. The following activities are being used to promote equity:				
18.	required vocational exploratory courses for all students.			
	Omit. . .	42 10.8	22 7.7	13 15.7
	(1) Not done.	108 27.8	80 28.2	20 24.1
	(2) In planning stage	29 7.5	20 7.0	8 9.6
	(3) Has been done	210 54.0	162 57.0	42 50.6
19.	student orientation sessions which highlight nontraditional occupations and the training needed for these occupations.			
	Omit. . .	53 13.6	33 11.6	12 14.5
	(1) Not done.	80 20.6	58 20.4	18 21.7
	(2) In planning stage	58 14.9	47 16.5	10 12.0
	(3) Has been done	198 50.9	146 51.4	43 51.8
20.	prevocational classes or sessions that orient students to a nontraditional area.			
	Omit. . .	61 15.7	33 11.6	18 21.7
	(1) Not done.	109 28.0	79 27.8	24 28.9
	(2) In planning stage	59 15.2	52 18.3	6 7.2
	(3) Has been done	160 41.1	120 42.3	35 42.2
21.	peer support groups for students enrolled and considering enrolling in nontraditional classes.			
	Omit. . .	72 18.5	45 15.8	18 21.7
	(1) Not done.	244 62.7	176 62.0	57 68.7
	(2) In planning stage	46 11.8	39 13.7	6 7.2
	(3) Has been done	27 6.9	24 8.5	2 2.4
22.	active encouragement and support by counselors for students interested in nontraditional careers.			
	Omit. . .	48 12.3	25 8.8	16 19.3
	(1) Not done.	37 9.5	25 8.8	10 12.0
	(2) In planning stage	25 6.4	18 6.3	6 7.2
	(3) Has been done	279 71.7	216 76.1	51 61.4
23.	Check one:			
	Omit. . .	22 5.7	0 0.0	0 0.0
	(1) Male.	284 73.0	284 100.0	0 0.0
	(2) Female.	83 21.3	0 0.0	83 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.1
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
Omit. . .	2 0.8	2 1.7	0 0.0
(1) Not done.	4 1.5	3 2.5	1 0.8
(2) In planning stage	3 1.1	1 0.8	2 1.6
(3) Has been done	254 96.6	112 94.9	126 97.7
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
Omit. . .	8 3.0	4 3.4	3 2.3
(1) Not done.	57 21.7	17 14.4	37 28.7
(2) In planning stage	35 13.3	15 12.7	16 12.4
(3) Has been done	163 62.0	82 69.5	73 56.6
3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
Omit. . .	7 2.7	4 3.4	3 2.3
(1) Not done.	16 6.1	7 5.9	7 5.4
(2) In planning stage	22 8.4	9 7.6	13 10.1
(3) Has been done	218 82.9	98 83.1	106 82.2
4. Encourage young women and young men to take courses that lead to economic self-sufficiency.			
Omit. . .	13 4.9	4 3.4	9 7.0
(1) Not done.	28 10.6	9 7.6	16 12.4
(2) In planning stage	9 3.4	4 3.4	5 3.9
(3) Has been done	213 81.0	101 85.6	99 76.7
5. Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
Omit. . .	6 2.3	3 2.5	3 2.3
(1) Not done.	18 6.8	6 5.1	11 8.5
(2) In planning stage	14 5.3	8 6.8	6 4.7
(3) Has been done	225 85.6	101 85.6	109 84.5

Annual Composite Report
1989-1992 Evaluation Data

Page A1.2
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
6. Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	12 4.6	4 3.4	8 6.2
(1) Not done.	90 34.2	39 33.1	45 34.9
(2) In planning stage	38 14.4	22 18.6	14 10.9
(3) Has been done	123 46.8	53 44.9	62 48.1
7. Discuss job salaries as they relate to career interest with both female and male students. Omit. . .	11 4.2	6 5.1	5 3.9
(1) Not done.	42 16.0	14 11.9	27 20.9
(2) In planning stage	23 8.7	10 8.5	13 10.1
(3) Has been done	187 71.1	88 74.6	84 65.1
8-11. Nontraditional career options are presented to students on a regular basis through:			
8. pre-registration sessions. Omit. . .	42 16.0	11 9.3	30 23.3
(1) Not done.	101 38.4	42 35.6	49 38.0
(2) In planning stage	14 5.3	8 6.8	6 4.7
(3) Has been done	106 40.3	57 48.3	44 34.1
9. career fairs. Omit. . .	22 8.4	7 5.9	14 10.9
(1) Not done.	73 27.8	28 23.7	39 30.2
(2) In planning stage	40 15.2	20 16.9	17 13.2
(3) Has been done	128 48.7	63 53.4	59 45.7
10. guest speakers. Omit. . .	17 6.5	7 5.9	9 7.0
(1) Not done.	57 21.7	25 21.2	27 20.9
(2) In planning stage	34 12.9	10 8.5	22 17.1
(3) Has been done	155 58.9	76 64.4	71 55.0
11. career education materials/activities. Omit.	9 3.4	3 2.5	6 4.7
(1) Not done.	13 4.9	6 5.1	6 4.7
(2) In planning stage	31 11.8	11 9.3	15 11.6
(3) Has been done	210 79.8	98 83.1	102 79.1

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.3
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
12. Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	46 17.5	12 10.2	26 20.2
(1) Not done.	149 56.7	67 56.8	74 57.4
(2) In planning stage	22 8.4	13 11.0	9 7.0
(3) Has been done	46 17.5	26 22.0	20 15.5
13. There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	43 16.3	9 7.6	27 20.9
(1) Not done.	102 38.8	50 42.4	49 38.0
(2) In planning stage	33 12.5	18 15.3	12 9.3
(3) Has been done	85 32.3	41 34.7	41 31.8
14. The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/junior high levels. Omit. . .	36 13.7	14 11.9	15 11.6
(1) Not done.	41 15.6	20 16.9	20 15.5
(2) In planning stage	45 17.1	21 17.8	21 16.3
(3) Has been done	141 53.6	63 53.4	73 56.6
15. Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . .	24 9.1	4 3.4	13 10.1
(1) Not done.	62 23.6	28 23.7	32 24.8
(2) In planning stage	38 14.4	15 12.7	19 14.7
(3) Has been done	139 52.9	71 60.2	65 50.4
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	35 13.3	11 9.3	17 13.2
(1) Not done.	139 52.9	61 51.7	72 55.8
(2) In planning stage	28 10.6	17 14.4	10 7.8
(3) Has been done	61 23.2	29 24.6	30 23.3

**Annual Composite Report
1989-1992 Evaluation Data**

Page A1.4
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . .	20 7.6	5 4.2	8 6.2
(1) Not done.	42 16.0	18 15.3	19 14.7
(2) In planning stage	32 12.2	15 12.7	15 11.6
(3) Has been done	169 64.3	80 67.8	87 67.4
18. Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . .	13 4.9	3 2.5	4 3.1
(1) Not done.	13 4.9	7 5.9	5 3.9
(2) In planning stage	50 19.0	22 18.6	27 20.9
(3) Has been done	187 71.1	86 72.9	93 72.1
19. Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . .	11 4.2	1 0.8	3 2.3
(1) Not done.	19 7.2	12 10.2	6 4.7
(2) In planning stage	48 18.3	18 15.3	28 21.7
(3) Has been done	185 70.3	87 73.7	92 71.3
20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . .	20 7.6	7 5.9	6 4.7
(1) Not done.	99 37.6	45 38.1	50 38.8
(2) In planning stage	35 13.3	12 10.2	20 15.5
(3) Has been done	109 41.4	54 45.8	53 41.1
21. Assist in planning staff development activities on equity issues. Omit. . .	23 8.7	9 7.6	7 5.4
(1) Not done.	161 61.2	73 61.9	82 63.6
(2) In planning stage	43 16.3	17 14.4	24 18.6
(3) Has been done	36 13.7	19 16.1	16 12.4

Annual Composite Report
1989-1992 Evaluation Data

Page A1.5
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
22. Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	12 4.6	2 1.7	3 2.3
(1) Not done.	14 5.3	10 8.5	1 0.8
(2) In planning stage	18 6.8	11 9.3	6 4.7
(3) Has been done	219 83.3	95 80.5	119 92.2
23. Developmental guidance is being implemented in this district. Omit. . .	13 4.9	1 0.8	3 2.3
(1) Not done.	1 0.4	0 0.0	0 0.0
(2) In planning stage	69 26.2	41 34.7	27 20.9
(3) Has been done	180 68.4	76 64.4	99 76.7
24. Check one: Omit. . .	16 6.1	0 0.0	0 0.0
(1) Male.	118 44.9	118 100.0	0 0.0
(2) Female.	129 49.0	0 0.0	129 100.0

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.1
Table 7274.G
Teaching Staff Survey

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. .	63 2.8	9 0.9	31 1.8	8 2.8
(1) Not done.	534 23.5	202 21.0	330 19.3	51 18.1
(2) In planning stage	273 12.0	101 10.5	140 8.2	28 9.9
(3) Has been done	1403 61.7	649 67.5	1206 70.7	195 69.1
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. .	65 2.9	5 0.5	25 1.5	4 1.4
(1) Not done.	348 15.3	150 15.6	251 14.7	39 14
(2) In planning stage	271 11.9	117 12.2	171 10.0	37 13.1
(3) Has been done	1589 69.9	689 71.7	1260 73.8	202 71.6
3. Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. .	385 16.9	78 8.1	99 5.8	37 13.1
(1) Not done.	1399 61.5	559 58.2	907 53.1	140 50
(2) In planning stage	120 5.3	66 6.9	139 8.1	24 9
(3) Has been done	369 16.2	258 26.8	562 32.9	81 29
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. .	52 2.3	12 1.2	29 1.7	18 6.4
(1) Not done.	226 9.9	134 13.9	257 15.1	38 13.5
(2) In planning stage	242 10.6	151 15.7	229 13.4	40 14.2
(3) Has been done	1753 77.1	664 69.1	1192 69.8	186 66.0
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. .	66 2.9	19 2.0	34 2.0	14 5.0
(1) Not done.	305 13.4	137 14.3	259 15.2	47 16.7
(2) In planning stage	194 8.5	104 10.8	131 7.7	31 11.0
(3) Has been done	1708 75.1	701 72.9	1283 75.2	190 67.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.2
Table 7274.G
Teaching Staff Survey

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.				
Omit.	64 2.8	25 2.6	38 2.2	15 5.3
(1) Not done.	271 11.9	225 23.4	408 23.9	56 19.9
(2) In planning stage	254 11.2	138 14.4	167 9.8	28 9.9
(3) Has been done	1684 74.1	573 59.6	1094 64.1	183 64.9
7. Plan student activities that help female and male students work together more effectively.				
Omit.	22 1.0	18 1.9	28 1.6	15 5.3
(1) Not done.	98 4.3	93 9.7	212 12.4	24 8.5
(2) In planning stage	127 5.6	82 8.5	135 7.9	21 7.4
(3) Has been done	2026 89.1	768 79.9	1332 78.0	222 78.7
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.				
Omit.	470 20.7	88 9.2	101 5.9	51 18.1
(1) Not done.	1277 56.2	437 45.5	565 33.1	110 39.0
(2) In planning stage	120 5.3	84 8.7	149 8.7	19 6.7
(3) Has been done	406 17.9	352 36.6	892 52.3	102 36.2
9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexist language, discipline, and reinforcement as well as equal attention to males and females.)				
attention to females/males). Omit.	23 1.0	10 1.0	20 1.2	6 2.1
(1) Not done.	186 8.2	80 8.3	157 9.2	28 9.9
(2) In planning stage	161 7.1	81 8.4	133 7.8	29 10.3
(3) Has been done	1903 83.7	790 82.2	1397 81.8	219 77.7
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.				
Omit.	27 1.2	21 2.2	29 1.7	14 5.0
(1) Not done.	162 7.1	127 13.2	264 15.5	36 12.8
(2) In planning stage	167 7.3	98 10.2	166 9.7	27 9.6
(3) Has been done	1917 84.3	715 74.4	1248 73.1	205 72.7

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.3
Table 7274.G
Teaching Staff Survey

Item Statement	K-6	7-8	9-12	K-12 Spec.
	N %	N %	N %	N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.				
Omit.	93 4.1	15 1.6	35 2.1	25 8.9
(1) Not done.	536 23.6	212 22.1	364 21.3	71 25.2
(2) In planning stage	267 11.7	110 11.4	153 9.0	26 9.2
(3) Has been done	1377 60.6	624 64.9	1155 67.7	160 56.7
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.				
Omit.	131 5.8	48 5.0	67 3.9	29 10.3
(1) Not done.	895 39.4	481 50.1	849 49.7	128 45.4
(2) In planning stage	341 15.0	157 16.3	270 15.8	28 9.9
(3) Has been done	906 39.9	275 28.6	521 30.5	97 34.4
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.				
Omit.	134 5.9	23 2.4	46 2.7	28 9.9
(1) Not done.	1123 49.4	441 45.9	749 43.9	130 46.1
(2) In planning stage	258 11.4	125 13.0	211 12.4	29 10.3
(3) Has been done	758 33.3	372 38.7	701 41.1	95 33.7
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.				
Omit.	56 2.5	25 2.6	48 2.8	13 4.6
(1) Not done.	296 13.0	199 20.7	380 22.3	54 19.1
(2) In planning stage	210 9.2	97 10.1	121 7.1	22 7.8
(3) Has been done	1711 75.3	640 66.6	1158 67.8	193 68.4
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.				
Omit.	30 1.3	15 1.6	25 1.5	7 2.5
(1) Not done.	87 3.8	33 3.4	81 4.7	15 5.3
(2) In planning stage	102 4.5	65 6.8	102 6.0	22 7.8
(3) Has been done	2054 90.4	848 88.2	1499 87.8	238 84.4

**Annual Composite Report
1989-1992 Evaluation Data**

Page B1.4
Table 7274.G
Teaching Staff Survey

Item Statement		K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
16.	Check one:				
	Omit. .	25 1.1	14 1.5	32 1.9	4 1.4
	(1) Male.	388 17.1	419 43.6	884 51.8	66 23.4
	(2) Female.	1860 81.8	528 54.9	791 46.3	212 75.2
17.	Indicate the level(s) at which you are assigned:				
	Omit. .	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).	2273 100.0	118 12.3	45 2.6	24 8.5
	(2) junior high (7-8)	118 5.2	961 100.0	257 15.1	15 5.3
	(3) senior high (9-12).	45 2.0	257 26.7	1707 100.0	35 12.4
	(4) K-12 specialist	24 1.1	15 1.6	35 2.1	282 100.0
18.	Which of the following best describes the area you teach:				
	Omit. .	8 0.4	4 0.4	9 0.5	0 0.0
	(1) general (elementary, math, English, physical education, music, etc)	1948 85.7	616 64.1	1022 59.9	111 39.4
	(2) vocational (agriculture education business education, technology education).	19 0.8	161 16.8	409 24.0	16 5.7
	(3) other (special/alternative programs). .	319 14.0	201 20.9	312 18.3	170 60.3

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.1
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	111 2.3	22 1.4	84 2.7
(1) Not done.	1059 21.5	343 21.7	688 21.8
(2) In planning stage	510 10.4	147 9.3	341 10.8
(3) Has been done	3237 65.8	1069 67.6	2048 64.8
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	101 2.1	21 1.3	74 2.3
(1) Not done.	739 15.0	269 17.0	446 14.1
(2) In planning stage	552 11.2	185 11.7	350 11.1
(3) Has been done	3525 71.7	1106 70.0	2291 72.5
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	580 11.8	118 7.5	433 13.7
(1) Not done.	2857 58.1	891 56.4	1876 59.3
(2) In planning stage	320 6.5	118 7.5	190 6.0
(3) Has been done	1160 23.6	454 28.7	662 20.9
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	110 2.2	29 1.8	76 2.4
(1) Not done.	617 12.5	249 15.7	344 10.9
(2) In planning stage	608 12.4	220 13.9	377 11.9
(3) Has been done	3582 72.8	1083 68.5	2364 74.8
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. . .	129 2.6	38 2.4	85 2.7
(1) Not done.	700 14.2	281 17.8	394 12.5
(2) In planning stage	432 8.8	163 10.3	252 8.0
(3) Has been done	3656 74.4	1099 69.5	2430 76.9

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.2
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.			
Omit. . .	128 2.6	38 2.4	80 2.5
(1) Not done.	868 17.7	422 26.7	426 13.5
(2) In planning stage	545 11.1	191 12.1	336 10.6
(3) Has been done	3376 68.7	930 58.8	2319 73.4
7. Plan student activities that help female and male students work together more effectively.			
Omit. . .	81 1.6	19 1.2	55 1.7
(1) Not done.	409 8.3	187 11.8	204 6.5
(2) In planning stage	337 6.9	134 8.5	192 6.1
(3) Has been done	4090 83.2	1241 78.5	2710 85.7
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.			
Omit. . .	694 14.1	118 7.5	549 17.4
(1) Not done.	2279 46.3	644 40.7	1573 49.8
(2) In planning stage	335 6.8	133 8.4	185 5.9
(3) Has been done	1609 32.7	686 43.4	854 27.0
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males).			
Omit. . .	150 3.1	11 0.7	45 1.4
(1) Not done.	418 8.5	153 9.7	264 8.4
(2) In planning stage	369 7.5	116 7.3	245 7.8
(3) Has been done	3980 80.9	1301 82.3	2607 82.5
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.			
Omit. . .	176 3.6	23 1.5	56 1.8
(1) Not done.	527 10.7	254 16.1	267 8.4
(2) In planning stage	420 8.5	142 9.0	270 8.5
(3) Has been done	3794 77.2	1162 73.5	2568 81.2

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.3
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.			
Omit. . .	251 5.1	33 2.1	122 3.9
(1) Not done.	1098	390	695
(2) In planning stage	22.3 504	24.7 149	22.0 338
(3) Has been done	10.3 3064	9.4 1009	10.7 2006
	62.3	63.8	63.5
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.			
Omit. . .	344 7.0	69 4.4	175 5.5
(1) Not done.	2173	788	1347
(2) In planning stage	44.2 719	49.8 218	42.6 491
(3) Has been done	14.6 1681	13.8 506	15.5 1148
	34.2	32.0	36.3
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media.			
Omit. . .	314 6.4	55 3.5	158 5.0
(1) Not done.	2260	762	1471
(2) In planning stage	46.0 570	48.2 185	46.5 372
(3) Has been done	11.6 1773	11.7 579	11.8 1160
	36.1	36.6	36.7
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.			
Omit. . .	223 4.5	37 2.3	92 2.9
(1) Not done.	839	374	457
(2) In planning stage	17.1 409	23.7 135	14.5 264
(3) Has been done	8.3 3446	8.5 1035	8.4 2348
	70.1	65.5	74.3
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.			
Omit. . .	174 3.5	29 1.8	47 1.5
(1) Not done.	206	98	105
(2) In planning stage	4.2 247	6.2 111	3.3 127
(3) Has been done	5.0 4290	7.0 1343	4.0 2882
	87.2	84.9	91.2

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.4
Table 7274.S
Teaching Staff Survey

Item Statement		Total N %	Male N %	Female N %
16.	Check one:			
	Omit. . .	175 3.6	0 0.0	0 0.0
	(1) Male.	1581 32.2	1581 100.0	0 0.0
	(2) Female.	3161 64.3	0 0.0	3161 100.0
17.	Indicate the level(s) at which you are assigned:			
	Omit. . .	140 2.8	4 0.3	30 0.9
	(1) elementary (K-6).	2273 46.2	388 24.5	1860 58.8
	(2) junior high (7-8)	961 19.5	419 26.5	528 16.7
	(3) senior high (9-12).	1707 34.7	884 55.9	791 25.0
	(4) K-12 specialist	282 5.7	66 4.2	212 6.7
18.	Which of the following best describes the area you teach:			
	Omit. . .	125 2.5	9 0.6	13 0.4
	(1) general (elementary, math, English, physical education, music, etc)	3472 70.6	1140 72.1	2286 72.3
	(2) vocational (agriculture education, business education, technology education etc). . .	507 10.3	241 15.2	254 8.0
	(3) other (special/alternative programs). . .	887 18.0	214 13.5	656 20.8

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.1
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit.	111 2.3	22 1.4	84 2.7
(1) Not done.	1059 21.5	343 21.7	688 21.8
(2) In planning stage	510 10.4	147 9.3	341 10.8
(3) Has been done	3237 65.8	1069 67.6	2048 64.8
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit.	101 2.1	21 1.3	74 2.3
(1) Not done.	739 15.0	269 17.0	446 14.1
(2) In planning stage	552 11.2	185 11.7	350 11.1
(3) Has been done	3525 71.7	1106 70.0	2291 72.5
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit.	580 11.8	118 7.5	433 13.7
(1) Not done.	2857 58.1	891 56.4	1876 59.3
(2) In planning stage	320 6.5	118 7.5	190 6.0
(3) Has been done	1160 23.6	454 28.7	662 20.9
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit.	110 2.2	29 1.8	76 2.4
(1) Not done.	617 12.5	249 15.7	344 10.9
(2) In planning stage	608 12.4	220 13.9	377 11.9
(3) Has been done	3582 72.8	1083 68.5	2364 74.8
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	129 2.6	38 2.4	85 2.7
(1) Not done.	700 14.2	281 17.8	394 12.5
(2) In planning stage	432 8.8	163 10.3	252 8.0
(3) Has been done	3656 74.4	1099 69.5	2430 76.9

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.2
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.			
Omit. . .	128 2.6	38 2.4	80 2.5
(1) Not done.	868 17.7	422 26.7	426 13.5
(2) In planning stage	545 11.1	191 12.1	336 10.6
(3) Has been done	3376 68.7	930 58.8	2319 73.4
7. Plan student activities that help female and male students work together more effectively.			
Omit. . .	81 1.6	19 1.2	55 1.7
(1) Not done.	409 8.3	187 11.8	204 6.5
(2) In planning stage	337 6.9	134 8.5	192 6.1
(3) Has been done	4090 83.2	1241 78.5	2710 85.7
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.			
Omit. . .	694 14.1	118 7.5	549 17.4
(1) Not done.	2279 46.3	644 40.7	1573 49.8
(2) In planning stage	335 6.8	133 8.4	185 5.9
(3) Has been done	1609 32.7	686 43.4	854 27.0
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males).			
Omit. . .	150 3.1	11 0.7	45 1.4
(1) Not done.	418 8.5	153 9.7	264 8.4
(2) In planning stage	369 7.5	116 7.3	245 7.8
(3) Has been done	3980 80.9	1301 82.3	2607 82.5
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.			
Omit. . .	176 3.6	23 1.5	56 1.8
(1) Not done.	527 10.7	254 16.1	267 8.4
(2) In planning stage	420 8.5	142 9.0	270 8.5
(3) Has been done	3794 77.2	1162 73.5	2568 81.2

**Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data**

Page A1.3
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.			
Omit. . .	251 5.1	33 2.1	122 3.9
(1) Not done.	1098 22.3	390 24.7	695 22.0
(2) In planning stage	504 10.3	149 9.4	338 10.7
(3) Has been done	3064 62.3	1009 63.8	2006 63.5
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.			
Omit. . .	344 7.0	69 4.4	175 5.5
(1) Not done.	2173 44.2	788 49.8	1347 42.6
(2) In planning stage	719 14.6	218 13.8	491 15.5
(3) Has been done	1681 34.2	506 32.0	1148 36.3
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.			
Omit. . .	314 6.4	55 3.5	158 5.0
(1) Not done.	2260 46.0	762 48.2	1471 46.5
(2) In planning stage	570 11.6	185 11.7	372 11.8
(3) Has been done	1773 36.1	579 36.6	1160 36.7
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.			
Omit. . .	223 4.5	37 2.3	92 2.9
(1) Not done.	839 17.1	374 23.7	457 14.5
(2) In planning stage	409 8.3	135 8.5	264 8.4
(3) Has been done	3446 70.1	1035 65.5	2348 74.3
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.			
Omit. . .	174 3.5	29 1.8	47 1.5
(1) Not done.	206 4.2	98 6.2	105 3.3
(2) In planning stage	247 5.0	111 7.0	127 4.0
(3) Has been done	4290 87.2	1343 84.9	2882 91.2

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.4
Table 7274.S
Teaching Staff Survey

Item Statement		Total N %	Male N %	Female N %
16.	Check one:			
	Omit. . .	175 3.6	0 0.0	0 0.0
	(1) Male.	1581 32.2	1581 100.0	0 0.0
	(2) Female.	3161 64.3	0 0.0	3161 100.0
17.	Indicate the level(s) at which you are assigned:			
	Omit. . .	140 2.8	4 0.3	30 0.9
	(1) elementary (K-6).	2273 46.2	388 24.5	1860 58.8
	(2) junior high (7-8)	961 19.5	419 26.5	528 16.7
	(3) senior high (9-12).	1707 34.7	884 55.9	791 25.0
	(4) K-12 specialist	282 5.7	66 4.2	212 6.7
18.	Which of the following best describes the area you teach:			
	Omit. . .	125 2.5	9 0.6	13 0.4
	(1) general (elementary, math, English, physical education, music, etc)	3472 70.6	1140 72.1	2286 72.3
	(2) vocational (agriculture education, business education, technology education etc). . .	507 10.3	241 15.2	254 8.0
	(3) other (special/alternative programs). . .	887 18.0	214 13.5	656 20.8

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.1
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	111 2.3	22 1.4	84 2.7
(1) Not done.	1059 21.5	343 21.7	688 21.8
(2) In planning stage	510 10.4	147 9.3	341 10.8
(3) Has been done	3237 65.8	1069 67.6	2048 64.8
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	101 2.1	21 1.3	74 2.3
(1) Not done.	739 15.0	269 17.0	446 14.1
(2) In planning stage	552 11.2	185 11.7	350 11.1
(3) Has been done	3525 71.7	1106 70.0	2291 72.5
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	580 11.8	118 7.5	433 13.7
(1) Not done.	2857 58.1	891 56.4	1876 59.3
(2) In planning stage	320 6.5	118 7.5	190 6.0
(3) Has been done	1160 23.6	454 28.7	662 20.9
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	110 2.2	29 1.8	76 2.4
(1) Not done.	617 12.5	249 15.7	344 10.9
(2) In planning stage	608 12.4	220 13.9	377 11.9
(3) Has been done	3582 72.8	1083 68.5	2364 74.8
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. . .	129 2.6	38 2.4	85 2.7
(1) Not done.	700 14.2	281 17.8	394 12.5
(2) In planning stage	432 8.8	163 10.3	252 8.0
(3) Has been done	3656 74.4	1099 69.5	2430 76.9

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.2
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.			
Omit. . .	128 2.6	38 2.4	80 2.5
(1) Not done.	868 17.7	422 26.7	426 13.5
(2) In planning stage	545 11.1	191 12.1	336 10.6
(3) Has been done	3376 68.7	930 58.8	2319 73.4
7. Plan student activities that help female and male students work together more effectively.			
Omit. . .	81 1.6	19 1.2	55 1.7
(1) Not done.	409 8.3	187 11.8	204 6.5
(2) In planning stage	337 6.9	134 8.5	192 6.1
(3) Has been done	4090 83.2	1241 78.5	2710 85.7
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.			
Omit. . .	694 14.1	118 7.5	549 17.4
(1) Not done.	2279 46.3	644 40.7	1573 49.8
(2) In planning stage	335 6.8	133 8.4	185 5.9
(3) Has been done	1609 32.7	686 43.4	854 27.0
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males).			
Omit. . .	150 3.1	11 0.7	45 1.4
(1) Not done.	418 8.5	153 9.7	264 8.4
(2) In planning stage	369 7.5	116 7.3	245 7.8
(3) Has been done	3980 80.9	1301 82.3	2607 82.5
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.			
Omit. . .	176 3.6	23 1.5	56 1.8
(1) Not done.	527 10.7	254 16.1	267 8.4
(2) In planning stage	420 8.5	142 9.0	270 8.5
(3) Has been done	3794 77.2	1162 73.5	2568 81.2

**Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data**

Page A1.3
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.			
Omit. . .	251 5.1	33 2.1	122 3.9
(1) Not done.	1098 22.3	390 24.7	695 22.0
(2) In planning stage	504 10.3	149 9.4	338 10.7
(3) Has been done	3064 62.3	1009 63.8	2006 63.5
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.			
Omit. . .	344 7.0	69 4.4	175 5.5
(1) Not done.	2173 44.2	788 49.8	1347 42.6
(2) In planning stage	719 14.6	218 13.8	491 15.5
(3) Has been done	1681 34.2	506 32.0	1148 36.3
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media. Omit.			
Omit. . .	314 6.4	55 3.5	158 5.0
(1) Not done.	2260 46.0	762 48.2	1471 46.5
(2) In planning stage	570 11.6	185 11.7	372 11.8
(3) Has been done	1773 36.1	579 36.6	1160 36.7
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.			
Omit. . .	223 4.5	37 2.3	92 2.9
(1) Not done.	839 17.1	374 23.7	457 14.5
(2) In planning stage	409 8.3	135 8.5	264 8.4
(3) Has been done	3446 70.1	1035 65.5	2348 74.3
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.			
Omit. . .	174 3.5	29 1.8	47 1.5
(1) Not done.	206 4.2	98 6.2	105 3.3
(2) In planning stage	247 5.0	111 7.0	127 4.0
(3) Has been done	4290 87.2	1343 84.9	2882 91.2

Annual Composite Report
Teaching Staff Survey
1989-1992 Evaluation Data

Page A1.4
Table 7274.S
Teaching Staff Survey

Item Statement		Total N %	Male N %	Female N %
16.	Check one:			
	Omit. . .	175 3.6	0 0.0	0 0.0
	(1) Male.	1581 32.2	1581 100.0	0 0.0
	(2) Female.	3161 64.3	0 0.0	3161 100.0
17.	Indicate the level(s) at which you are assigned:			
	Omit. . .	140 2.8	4 0.3	30 0.9
	(1) elementary (K-6).	2273 46.2	388 24.5	1860 58.8
	(2) junior high (7-8)	961 19.5	419 26.5	528 16.7
	(3) senior high (9-12).	1707 34.7	884 55.9	791 25.0
	(4) K-12 specialist	282 5.7	66 4.2	212 6.7
18.	Which of the following best describes the area you teach:			
	Omit. . .	125 2.5	9 0.6	13 0.4
	(1) general (elementary, math, English, physical education, music, etc)	3472 70.6	1140 72.1	2286 72.3
	(2) vocational (agriculture education, business education, technology education etc). . .	507 10.3	241 15.2	254 8.0
	(3) other (special/alternative programs). . .	887 18.0	214 13.5	656 20.8

Appendix G

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.1
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. Being good at math and science will help me be ready for a good job. Omit . . .	13 0.2	7 0.2	5 0.2
(1) Yes.	5492 90.4	2779 90.6	2689 90.1
(2) No	573 9.4	282 9.2	289 9.7
2. I think doing well in school will help me get a job when I grow up. Omit . . .	12 0.2	5 0.2	6 0.2
(1) Yes.	5878 96.7	2956 96.3	2897 97.1
(2) No	188 3.1	107 3.5	80 2.7
3. At school, I am encouraged to be good at math. Omit . . .	20 0.3	8 0.3	12 0.4
(1) Yes.	5186 85.3	2585 84.3	2579 86.5
(2) No	872 14.3	475 15.5	392 13.1
4. Sometimes at school different things are expected of boys and girls. Omit . . .	36 0.6	17 0.6	18 0.6
(1) Yes.	3641 59.9	1867 60.9	1753 58.8
(2) No	2401 39.5	1184 38.6	1212 40.6
5. At school, I am encouraged to be good at reading. Omit . . .	37 0.6	20 0.7	14 0.5
(1) Yes.	5213 85.8	2571 83.8	2622 87.9
(2) No	828 13.6	477 15.5	347 11.6
6. Sometimes at school I get the feeling boys and girls are treated differently. Omit . . .	30 0.5	12 0.4	17 0.6
(1) Yes.	3574 58.8	1783 58.1	1776 59.5
(2) No	2474 40.7	1273 41.5	1190 39.9
7. The main reason people work is because they need the money they earn. Omit . . .	28 0.5	14 0.5	13 0.4
(1) Yes.	5107 84.0	2635 85.9	2449 82.1
(2) No	943 15.5	419 13.7	521 17.5
8. Today, more women are working at paying jobs than in the past. Omit . . .	77 1.3	34 1.1	40 1.3
(1) Yes.	4573 75.2	2243 73.1	2316 77.6
(2) No	1428 23.5	791 25.8	627 21.0

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.2
Table 7266.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
9.	Some jobs pay more than others. Omit . . .	19 0.3	9 0.3	7 0.2
	(1) Yes.	5866 96.5	2952 96.2	2893 97.0
	(2) No	193 3.2	107 3.5	83 2.8
10.	I believe I will work at a job or career for most of my life. Omit . . .	60 1.0	21 0.7	36 1.2
	(1) Yes.	4421 72.7	2306 75.2	2098 70.3
	(2) No	1597 26.3	741 24.2	849 28.5
11.	It is important to me how much money I will earn when I grow up. Omit . . .	45 0.7	17 0.6	24 0.8
	(1) Yes.	4343 71.5	2301 75.0	2022 67.8
	(2) No	1690 27.8	750 24.4	937 31.4
12.	I think doctors make more money than secretaries. Omit . . .	65 1.1	32 1.0	29 1.0
	(1) Yes.	4399 72.4	2226 72.6	2159 72.4
	(2) No	1614 26.6	810 26.4	795 26.7
13.	Usually the pay is the same for jobs men do and jobs women do. Omit . . .	56 0.9	20 0.7	32 1.1
	(1) Yes.	4026 66.2	2032 66.2	1983 66.5
	(2) No	1996 32.8	1016 33.1	968 32.5
14.	I think about becoming a medical doctor when I grow up. Omit . . .	46 0.8	14 0.5	29 1.0
	(1) Yes.	966 15.9	433 14.1	529 17.7
	(2) No	5066 83.3	2621 85.4	2425 81.3
15.	I think about becoming a nurse when I grow up. Omit . . .	34 0.6	9 0.3	17 0.6
	(1) Yes.	1117 18.4	108 3.5	1004 33.7
	(2) No	4927 81.1	2951 96.2	1962 65.8
16.	Today both boys and girls can grow up to be firefighters. Omit . . .	26 0.4	6 0.2	12 0.4
	(1) Yes.	5418 89.1	2725 88.8	2679 89.8
	(2) No	634 10.4	337 11.0	292 9.8

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.3
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
17. Many women work because they need the money. Omit . . .	57 0.9	25 0.8	25 0.8
(1) Yes.	5241 86.2	2681 87.4	2543 85.2
(2) No	780 12.8	362 11.8	415 13.9
18. Many men work because they need the money. Omit . . .	62 1.0	25 0.8	30 1.0
(1) Yes.	5314 87.4	2773 90.4	2523 84.6
(2) No	702 11.5	270 8.8	430 14.4
19. Today more children live in homes with just one parent than in the past. Omit . . .	122 2.0	54 1.8	60 2.0
(1) Yes.	3010 49.5	1450 47.3	1548 51.9
(2) No	2946 48.5	1564 51.0	1375 46.1
20. My grandmother works or has worked at a paying job. Omit . . .	159 2.6	66 2.2	84 2.8
(1) Yes.	4393 72.3	2192 71.4	2186 73.3
(2) No	1526 25.1	810 26.4	713 23.9
21. My family believes it is important that I work at a job when I grow up. Omit . . .	56 0.9	17 0.6	31 1.0
(1) Yes.	5491 90.3	2817 91.8	2658 89.1
(2) No	531 8.7	234 7.6	294 9.9
22. I believe that when I grow up both husband and wife will need to work to pay the bills. Omit .	99 1.6	48 1.6	44 1.5
(1) Yes.	4879 80.3	2398 78.2	2463 82.6
(2) No	1100 18.1	622 20.3	476 16.0
23. It would be okay with my parents if I decided to be a carpenter. Omit . . .	77 1.3	23 0.7	45 1.5
(1) Yes.	4170 68.6	2282 74.4	1879 63.0
(2) No	1831 30.1	763 24.9	1059 35.5
24. It would be okay with my parents if I decided to be a secretary. Omit . . .	68 1.1	30 1.0	28 0.9
(1) Yes.	4603 75.7	1982 64.6	2610 87.5
(2) No	1407 23.1	1056 34.4	345 11.6

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.4
Table 7266.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. Doing good work in school is important to me.			
Omit . . .	30 0.5	8 0.3	10 0.3
(1) Yes.	5861 96.4	2919 95.1	2928 98.2
(2) No	187 3.1	141 4.6	45 1.5
26. I feel that I am a leader in my class. Omit . .	75 1.2	37 1.2	28 0.9
(1) Yes.	2195 36.1	1198 39.0	985 33.0
(2) No	3808 62.7	1833 59.7	1970 66.0
27. I feel boys can do any jobs that girls can do.			
Omit . . .	39 0.6	18 0.6	9 0.3
(1) Yes.	4999 82.2	2407 78.5	2580 86.5
(2) No	1040 17.1	643 21.0	394 13.2
28. I feel good about myself. Omit . . .	42 0.7	19 0.6	11 0.4
(1) Yes.	5614 92.4	2792 91.0	2808 94.1
(2) No	422 6.9	257 8.4	164 5.5
29. My friends and I talk about what we are going to be when we grow up. Omit . . .	42 0.7	17 0.6	14 0.5
(1) Yes.	3760 61.9	1881 61.3	1868 62.6
(2) No	2276 37.4	1170 38.1	1101 36.9
30. People should choose jobs because they are good at that job. Omit . . .	43 0.7	13 0.4	18 0.6
(1) Yes.	4697 77.3	2441 79.6	2244 75.2
(2) No	1338 22.0	614 20.0	721 24.2
31. I feel girls can do any job that boys can do.			
Omit . . .	40 0.7	16 0.5	12 0.4
(1) Yes.	4695 77.2	2046 66.7	2640 88.5
(2) No	1343 22.1	1006 32.8	331 11.1
32. I am good at math. Omit . . .	88 1.4	41 1.3	35 1.2
(1) Yes.	4844 79.7	2488 81.1	2344 78.6
(2) No	1146 18.9	539 17.6	604 20.2

Annual Composite Report
1992-1993 Evaluation Data

Page A1.5
Table 7266.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
33.	I am:			
	Omit . . .	27 0.4	0 0.0	0 0.0
	(1) Boy.	3068 50.5	3068 100.0	0 0.0
	(2) Girl	2983 49.1	0 0.0	2983 100.0
34.	The grade I am in is:			
	Omit . . .	2 0.0	0 0.0	0 0.0
	(1) Grade 2.	212 3.5	111 3.6	97 3.3
	(2) Grade 3.	5303 87.2	2663 86.8	2626 88.0
	(3) Grade 4.	561 9.2	294 9.6	260 8.7

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.1
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. Math is one of my favorite subjects. Omit. . .	6 0.1	3 0.1	3 0.1
(1) I disagree	1620 26.1	772 25.5	824 26.7
(2) Unsure	1568 25.3	710 23.4	837 27.1
(3) I agree.	3004 48.5	1545 51.0	1422 46.1
2. Girls are often better at math than boys. Omit. . .	3 0.0	2 0.1	1 0.0
(1) I disagree	2599 41.9	1512 49.9	1047 33.9
(2) Unsure	2646 42.7	1179 38.9	1431 46.4
(3) I agree.	950 15.3	337 11.1	607 19.7
3. Being good at math will help me get a job in the future. Omit. . .	19 0.3	9 0.3	10 0.3
(1) I disagree	159 2.6	81 2.7	72 2.3
(2) Unsure	859 13.9	419 13.8	422 13.7
(3) I agree.	5161 83.3	2521 83.2	2582 83.7
4. In our school, both boys and girls are treated the same. Omit. . .	16 0.3	8 0.3	7 0.2
(1) I disagree	1240 20.0	685 22.6	536 17.4
(2) Unsure	1676 27.0	817 27.0	830 26.9
(3) I agree.	3266 52.7	1520 50.2	1713 55.5
5. I think my school gives boys and girls the same chances. Omit. . .	24 0.4	13 0.4	11 0.4
(1) I disagree	915 14.8	478 15.8	422 13.7
(2) Unsure	1607 25.9	758 25.0	821 26.6
(3) I agree.	3652 58.9	1781 58.8	1832 59.4
6. It is important that girls learn to be leaders. Omit. . .	23 0.4	9 0.3	13 0.4
(1) I disagree	1537 24.8	868 28.6	645 20.9
(2) Unsure	2004 32.3	1058 34.9	914 29.6
(3) I agree.	2634 42.5	1095 36.1	1514 49.1

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.2
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Both boys and girls should be developing math, science, and computer skills. Omit. . .	24 0.4	14 0.5	10 0.3
(1) I disagree	230 3.7	127 4.2	97 3.1
(2) Unsure	937 15.1	429 14.2	488 15.8
(3) I agree.	5007 80.8	2460 81.2	2491 80.7
8. It is important that boys learn to be leaders. Omit. . .	35 0.6	14 0.5	21 0.7
(1) I disagree	1148 18.5	364 12.0	766 24.8
(2) Unsure	1774 28.6	724 23.9	1026 33.2
(3) I agree.	3241 52.3	1928 63.6	1273 41.3
9. Generally, teachers expect the same things of girls and boys. Omit. . .	30 0.5	12 0.4	17 0.6
(1) I disagree	827 13.3	479 15.8	333 10.8
(2) Unsure	1135 18.3	559 18.4	558 18.1
(3) I agree.	4206 67.9	1980 65.3	2178 70.6
10. In school I am encouraged to do good work in math. Omit. . .	20 0.3	10 0.3	9 0.3
(1) I disagree	274 4.4	157 5.2	108 3.5
(2) Unsure	897 14.5	475 15.7	405 13.1
(3) I agree.	5007 80.8	2388 78.8	2564 83.1
11. In school I am encouraged to do good work in science. Omit. . .	14 0.2	6 0.2	8 0.3
(1) I disagree	301 4.9	172 5.7	122 4.0
(2) Unsure	973 15.7	502 16.6	455 14.7
(3) I agree.	4910 79.2	2350 77.6	2501 81.0
12. In school I am encouraged to do good work in reading. Omit. . .	22 0.4	10 0.3	10 0.3
(1) I disagree	293 4.7	192 6.3	92 3.0
(2) Unsure	908 14.6	518 17.1	380 12.3
(3) I agree.	4975 80.3	2310 76.2	2604 84.4

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.3
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
13.	Doing good work in school is important to me.			
	Omit. . .	21 0.3	13 0.4	7 0.2
	(1) I disagree	152 2.5	104 3.4	42 1.4
	(2) Unsure	594 9.6	361 11.9	222 7.2
	(3) I agree.	5431 87.6	2552 84.2	2815 91.2
14.	In school we learn about different careers.			
	Omit. . .	8 0.1	3 0.1	5 0.2
	(1) I disagree	1204 19.4	596 19.7	580 18.8
	(2) Unsure	2301 37.1	1042 34.4	1232 39.9
	(3) I agree.	2685 43.3	1389 45.8	1269 41.1
15.	Men often are paid more than women for doing the same job.			
	Omit. . .	13 0.2	6 0.2	5 0.2
	(1) I disagree	2357 38.0	1189 39.2	1131 36.6
	(2) Unsure	2257 36.9	1069 35.3	1191 38.6
	(3) I agree.	1541 24.9	766 25.3	759 24.6
16.	Teachers have helped me think about careers.			
	Omit. . .	33 0.5	18 0.6	14 0.5
	(1) I disagree	1847 29.8	954 31.5	867 28.1
	(2) Unsure	1726 27.8	818 27.0	883 28.6
	(3) I agree.	2592 41.8	1240 40.9	1322 42.8
17.	Most women work because they need the money.			
	Omit. . .	31 0.5	11 0.4	17 0.6
	(1) I disagree	1848 29.8	707 23.3	1117 36.2
	(2) Unsure	2204 35.6	1115 36.8	1062 34.4
	(3) I agree.	2115 34.1	1197 39.5	890 28.8
18.	The amount of money I will make is important to me when I think about career.			
	Omit. . .	20 0.3	14 0.5	5 0.2
	(1) I disagree	668 10.8	254 8.4	404 13.1
	(2) Unsure	1394 22.5	532 17.6	846 27.4
	(3) I agree.	4116 66.4	2230 73.6	1831 59.3

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.4
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. It would be okay with me if a man was a nurse. Omit. . .	12 0.2	6 0.2	6 0.2
(1) I disagree	880 14.2	566 18.7	301 9.8
(2) Unsure	1098 17.7	631 20.8	447 14.5
(3) I agree.	4208 67.9	1827 60.3	2332 75.6
20. It would be okay with me if a woman was an auto mechanic. Omit. . .	5 0.1	2 0.1	2 0.1
(1) I disagree	649 10.5	494 16.3	147 4.8
(2) Unsure	911 14.7	546 18.0	350 11.3
(3) I agree.	4633 74.7	1988 65.6	2587 83.8
21. I would consider becoming a carpenter. Omit .	52 0.8	4 0.1	2 0.1
(1) I disagree	3614 58.3	1509 49.8	2092 67.8
(2) Unsure	1559 25.2	844 27.9	697 22.6
(3) I agree.	973 15.7	673 22.2	295 9.6
22. I would consider becoming a secretary. Omit .	52 0.8	5 0.2	1 0.0
(1) I disagree	3010 48.6	2182 72.0	814 26.4
(2) Unsure	1845 29.8	661 21.8	1167 37.8
(3) I agree.	1291 20.8	182 6.0	1104 35.8
23. Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit. . .	57 0.9	6 0.2	4 0.1
(1) I disagree	342 5.5	195 6.4	144 4.7
(2) Unsure	1285 20.7	465 15.3	810 26.2
(3) I agree.	4514 72.8	2364 78.0	2128 69.0
24. I feel the work I do in school is preparing me for jobs of the future. Omit. . .	76 1.2	14 0.5	13 0.4
(1) I disagree	384 6.2	231 7.6	146 4.7
(2) Unsure	1123 18.1	558 18.4	554 18.0
(3) I agree.	4615 74.5	2227 73.5	2373 76.9

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.5
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
25.	I would consider owning my own business. Omit.	72 1.2	10 0.3	12 0.4
	(1) I disagree	879 14.2	439 14.5	437 14.2
	(2) Unsure	2138 34.5	941 31.1	1186 38.4
	(3) I agree.	3109 50.2	1640 54.1	1451 47.0
26.	Boys should be able to have any job. Omit. . .	69 1.1	11 0.4	8 0.3
	(1) I disagree	809 13.1	462 15.2	340 11.0
	(2) Unsure	936 15.1	523 17.3	405 13.1
	(3) I agree.	4384 70.7	2034 67.1	2333 75.6
27.	Girls should be able to have any job. Omit. .	75 1.2	13 0.4	12 0.4
	(1) I disagree	934 15.1	683 22.5	244 7.9
	(2) Unsure	937 15.1	584 19.3	344 11.1
	(3) I agree.	4252 68.6	1750 57.8	2486 80.6
28.	Most men work because they need the money. Omit. . .	90 1.5	26 0.9	14 0.5
	(1) I disagree	1479 23.9	708 23.4	766 24.8
	(2) Unsure	2275 36.7	961 31.7	1303 42.2
	(3) I agree.	2354 38.0	1335 44.1	1003 32.5
29.	I believe I will work at a paying job most of my life. Omit. . .	86 1.4	26 0.9	10 0.3
	(1) I disagree	287 4.6	144 4.8	139 4.5
	(2) Unsure	1714 27.7	716 23.6	995 32.2
	(3) I agree.	4111 66.3	2144 70.8	1942 62.9
30.	Women work at paid jobs nearly as many years as men. Omit. . .	67 1.1	11 0.4	5 0.2
	(1) I disagree	759 12.2	479 15.8	276 8.9
	(2) Unsure	2571 41.5	1253 41.4	1304 42.3
	(3) I agree.	2801 45.2	1287 42.5	1501 48.6

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.6
Table 7267.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. More and more children live in homes with just one parent. Omit. . .	77 1.2	19 0.6	7 0.2
(1) I disagree	473 7.6	305 10.1	164 5.3
(2) Unsure	2138 34.5	1132 37.4	996 32.3
(3) I agree.	3510 56.6	1574 51.9	1919 62.2
32. I plan to have a job. Omit. . .	83 1.3	20 0.7	12 0.4
(1) I disagree	59 1.0	46 1.5	11 0.4
(2) Unsure	223 3.6	123 4.1	93 3.0
(3) I agree.	5833 94.1	2841 93.8	2970 96.2
33. I plan to have a family and a job. Omit. . .	88 1.4	24 0.8	13 0.4
(1) I disagree	271 4.4	185 6.1	85 2.8
(2) Unsure	1115 18.0	624 20.6	484 15.7
(3) I agree.	4724 76.2	2197 72.5	2504 81.1
34. I have learned about different jobs from watching television. Omit. . .	67 1.1	11 0.4	5 0.2
(1) I disagree	735 11.9	370 12.2	365 11.8
(2) Unsure	1243 20.1	547 18.1	689 22.3
(3) I agree.	4153 67.0	2102 69.4	2027 65.7
35. My family has helped me plan what I should be when I grow up. Omit. . .	89 1.4	19 0.6	19 0.6
(1) I disagree	1960 31.6	965 31.8	988 32.0
(2) Unsure	1785 28.8	833 27.5	940 30.5
(3) I agree.	2364 38.1	1213 40.0	1139 36.9
36. In our family, males and females share work at home. Omit. . .	96 1.5	26 0.9	19 0.6
(1) I disagree	931 15.0	485 16.0	440 14.3
(2) Unsure	854 13.8	464 15.3	383 12.4
(3) I agree.	4317 69.7	2055 67.8	2244 72.7

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.7
Table 7267.S
Student Career Survey

Item Statement			Total N %	Male N %	Female N %
37.	I feel good about myself.	Omit. . .	71 1.1	13 0.4	6 0.2
	(1) I disagree		245 4.0	132 4.4	110 3.6
	(2) Unsure		983 15.9	437 14.4	539 17.5
	(3) I agree.		4899 79.0	2448 80.8	2431 78.8
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	75 1.2	15 0.5	8 0
	(1) I disagree		335 5.4	219 7.2	115 3.7
	(2) Unsure		859 13.9	454 15.0	394 12.8
	(3) I agree.		4929 79.5	2342 77.3	2569 83.2
39.	The way I feel about myself affects how well I do something.	Omit. . .	89 1.4	25 0.8	12 0.4
	(1) I disagree		427 6.9	223 7.4	201 6.5
	(2) Unsure		1222 19.7	624 20.6	587 19.0
	(3) I agree.		4460 72.0	2158 71.2	2286 74.1
40.	I enjoy learning to do new things.	Omit. . .	91 1.5	19 0.6	19 0.6
	(1) I disagree		211 3.4	142 4.7	66 2.1
	(2) Unsure		1002 16.2	550 18.2	446 14.5
	(3) I agree.		4894 79.0	2319 76.5	2555 82.8
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	80 1.3	15 0.5	13 0.4
	(1) I disagree		1617 26.1	921 30.4	690 22.4
	(2) Unsure		1429 23.1	668 22.0	752 24.4
	(3) I agree.		3072 49.6	1426 47.1	1631 52.9
42.	The career I choose is important to my parents.	Omit. . .	105 1.7	37 1.2	16 0.5
	(1) I disagree		968 15.6	435 14.4	528 17.1
	(2) Unsure		2322 37.5	1069 35.3	1243 40.3
	(3) I agree.		2803 45.2	1489 49.1	1299 42.1

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.8
Table 7267.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
43.	My parents would support me in whatever career I choose.			
	Omit. . .	107 1.7	23 0.8	32 1.0
	(1) I disagree	274 4.4	181 6.0	92 3.0
	(2) Unsure	1252 20.2	663 21.9	577 18.7
	(3) I agree.	4565 73.7	2163 71.4	2385 77.3
44.	I think people should choose careers they think they would be good at.			
	Omit. . .	93 1.5	19 0.6	22 0.7
	(1) I disagree	233 3.8	139 4.6	92 3.0
	(2) Unsure	729 11.8	307 10.1	411 13.3
	(3) I agree.	5143 83.0	2565 84.7	2561 83.0
45.	Check one:			
	Omit. . .	82 1.3	0 0.0	0 0.0
	(1) Male	3030 48.9	3030 100.0	0 0.0
	(2) Female	3086 49.8	0 0.0	3086 100.0
46.	Check the grade you are in:			
	Omit. . .	1 0.0	0 0.0	0 0.0
	(1) 5th grade.	344 5.6	172 5.7	171 5.5
	(2) 6th grade.	5829 94.0	2846 93.9	2903 94.1
	(3) 7th grade.	24 0.4	12 0.4	12 0.4

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.1
Table 7268.S
Student Career Survey

Item Statement	Total %	Male %	Female %
1. In our school teachers treat boys and girls the same way.			
Omit. . .	17 0.3	4 0.1	11 0.4
(1) I disagree	1839 33.5	964 35.9	817 30.7
(2) Unsure	1710 31.1	801 29.8	871 32.7
(3) I agree.	1926 35.1	918 34.2	966 36.2
2. Teachers help me consider many different career choices, including those that are nontraditional.			
Omit. . .	29 0.5	12 0.4	17 0.6
(1) I disagree	1265 23.0	674 25.1	554 20.8
(2) Unsure	2278 41.5	1158 43.1	1051 39.4
(3) I agree.	1920 35.0	843 31.4	1043 39.1
3. In our school, there are courses that are clearly "boys courses" and "girls courses."			
Omit. . .	32 0.6	12 0.4	19 0.7
(1) I disagree	2619 47.7	1162 43.2	1406 52.8
(2) Unsure	1308 23.8	699 26.0	569 21.4
(3) I agree.	1533 27.9	814 30.3	671 25.2
4. Teachers expect the same things from girls and boys.			
Omit. . .	56 1.0	21 0.8	29 1.1
(1) I disagree	1184 21.6	666 24.8	479 18.0
(2) Unsure	1180 21.5	586 21.8	560 21.0
(3) I agree.	3072 55.9	1414 52.6	1597 59.9
5. In my classes, boys and girls are placed in separate groups for activities or projects.			
Omit. . .	61 1.1	27 1.0	29 1.1
(1) I disagree	3823 69.6	1806 67.2	1947 73.1
(2) Unsure	982 17.9	521 19.4	420 15.8
(3) I agree.	626 11.4	333 12.4	269 10.1
6. I believe I have the right to enroll in any course in the school.			
Omit. . .	241 4.4	117 4.4	111 4.2
(1) I disagree	236 4.3	146 5.4	75 2.8
(2) Unsure	703 12.8	415 15.4	263 9.9
(3) I agree.	4312 78.5	2009 74.8	2216 83.2

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.2
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
7-11. I will plan my high school classes based on:				
7. my interests.	Omit. . .	12 0.2	3 0.1	6 0.2
(1) I disagree		115 2.1	67 2.5	42 1.6
(2) Unsure		438 8.0	253 9.4	167 6.3
(3) I agree.		4927 89.7	2364 88.0	2450 91.9
8. what I am good at.	Omit. . .	13 0.2	4 0.1	5 0.2
(1) I disagree		224 4.1	109 4.1	105 3.9
(2) Unsure		702 12.8	331 12.3	350 13.1
(3) I agree.		4553 82.9	2243 83.5	2205 82.7
9. what classes my friends are taking.	Omit. . .	66 1.2	25 0.9	37 1.4
(1) I disagree		2230 40.6	996 37.1	1203 45.1
(2) Unsure		2028 36.9	1038 38.6	940 35.3
(3) I agree.		1168 21.3	628 23.4	485 18.2
10. what I need for college.	Omit. . .	20 0.4	11 0.4	5 0.2
(1) I disagree		263 4.8	189 7.0	61 2.3
(2) Unsure		809 14.7	465 17.3	316 11.9
(3) I agree.		4400 80.1	2022 75.3	2283 85.7
11. what I need for a career.	Omit. . .	76 1.4	29 1.1	37 1.4
(1) I disagree		135 2.5	86 3.2	34 1.3
(2) Unsure		687 12.5	382 14.2	283 10.6
(3) I agree.		4594 83.6	2190 81.5	2311 86.7
12-14. In school I am encouraged to do good work in:				
12. math.	Omit. . .	12 0.2	4 0.1	6 0.2
(1) I disagree		259 4.7	139 5.2	109 4.1
(2) Unsure		548 10.0	285 10.6	236 8.9
(3) I agree.		4673 85.1	2259 84.1	2314 86.8

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.3
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
13.	science.			
	Omit. . .	18 0.3	6 0.2	9 0.3
	(1) I disagree	274 5.0	135 5.0	125 4.7
	(2) Unsure	804 14.6	408 15.2	370 13.9
	(3) I agree.	4396 80.0	2138 79.6	2161 81.1
14.	reading.			
	Omit. . .	41 0.7	18 0.7	21 0.8
	(1) I disagree	484 8.8	277 10.3	187 7.0
	(2) Unsure	1158 21.1	627 23.3	501 18.8
	(3) I agree.	3809 69.4	1765 65.7	1956 73.4
15.	Doing good work in school is important to me.			
	Omit. . .	16 0.3	6 0.2	7 0.3
	(1) I disagree	235 4.3	150 5.6	68 2.6
	(2) Unsure	854 15.5	532 19.8	299 11.2
	(3) I agree.	4387 79.9	1999 74.4	2291 86.0
16.	Doing good work in school will help me prepare for a good career.			
	Omit. . .	34 0.6	16 0.6	14 0.5
	(1) I disagree	130 2.4	85 3.2	37 1.4
	(2) Unsure	525 9.6	308 11.5	193 7.2
	(3) I agree.	4803 87.5	2278 84.8	2421 90.8
17.	Most women work because they need the money.			
	Omit. . .	15 0.3	6 0.2	7 0.3
	(1) I disagree	1626 29.6	595 22.1	994 37.3
	(2) Unsure	2088 38.0	1134 42.2	905 34.0
	(3) I agree.	1763 32.1	952 35.4	759 28.5
18.	Most people living below the poverty level are women and their children.			
	Omit. . .	22 0.4	12 0.4	5 0.2
	(1) I disagree	1713 31.2	692 25.8	974 36.5
	(2) Unsure	2672 48.7	1401 52.1	1216 45.6
	(3) I agree.	1085	582	470

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.4
Table 7268.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
	19.8	21.7	17.6
19. Women and men should be trained to get good jobs.			
Omit. . .	19 0.3	0 0.0	3 0.1
(1) I disagree	147 2.7	85 3.2	52 2.0
(2) Unsure	596 10.9	294 10.9	282 10.6
(3) I agree.	4730 86.1	2308 85.9	2328 87.4
20. Nine out of ten women work for pay sometime during their lives.			
Omit. . .	26 0.5	3 0.1	5 0.2
(1) I disagree	222 4.0	128 4.8	81 3.0
(2) Unsure	1882 34.3	976 36.3	860 32.3
(3) I agree.	3362 61.2	1580 58.8	1719 64.5
21. Most men work because they need the money.			
Omit. . .	49 0.9	15 0.6	15 0.6
(1) I disagree	919 16.7	385 14.3	510 19.1
(2) Unsure	1873 34.1	801 29.8	1038 38.9
(3) I agree.	2651 48.3	1486 55.3	1102 41.4
22. Women make up eight percent (2 out of 5) of engineers in the US.			
Omit. . .	37 0.7	9 0.3	10 0.4
(1) I disagree	365 6.6	219 8.2	134 5.0
(2) Unsure	3870 70.5	1839 68.4	1949 73.1
(3) I agree.	1220 22.2	620 23.1	572 21.5
23. Engineers make an average annual salary of \$34,000.			
Omit. . .	41 0.7	11 0.4	12 0.5
(1) I disagree	278 5.1	175 6.5	88 3.3
(2) Unsure	4162 75.8	1849 68.8	2232 83.8
(3) I agree.	1011 18.4	652 24.3	333 12.5
24. Ninety-nine percent of all secretaries are women.			
Omit. . .	37 0.7	10 0.4	9 0.3
(1) I disagree	704 12.8	294 10.9	389 14.6
(2) Unsure	2237 40.7	1146 42.6	1035 38.8
(3) I agree.	2514 45.8	1237 46.0	1232 46.2

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.5
Table 7268.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. Secretaries make an average annual salary of \$12,000.			
Omit. . .	62 1.1	18 0.7	26 1.0
(1) I disagree	375 6.8	229 8.5	129 4.8
(2) Unsure	4249 77.4	1975 73.5	2191 82.2
(3) I agree.	806 14.7	465 17.3	319 12.0
26. Overall, women make 64 cents for every dollar men make.			
Omit. . .	68 1.2	23 0.9	25 0.9
(1) I disagree	771 14.0	394 14.7	351 13.2
(2) Unsure	3438 62.6	1685 62.7	1683 63.2
(3) I agree.	1215 22.1	585 21.8	606 22.7
27. "Womens' jobs" and "mens' jobs" are becoming a thing of the past.			
Omit. . .	48 0.9	19 0.7	11 0.4
(1) I disagree	504 9.2	273 10.2	213 8.0
(2) Unsure	1334 24.3	731 27.2	564 21.2
(3) I agree.	3606 65.7	1664 61.9	1877 70.4
28. More and more children live in homes with just one parent today.			
Omit. . .	28 0.5	4 0.1	3 0.1
(1) I disagree	273 5.0	165 6.1	97 3.6
(2) Unsure	1221 22.2	717 26.7	469 17.6
(3) I agree.	3970 72.3	1801 67.0	2096 78.6
29. I have learned about different careers from watching TV.			
Omit. . .	33 0.6	7 0.3	5 0.2
(1) I disagree	858 15.6	373 13.9	464 17.4
(2) Unsure	1055 19.2	504 18.8	518 19.4
(3) I agree.	3546 64.6	1803 67.1	1678 63.0
30. In our family males and females share jobs at home.			
Omit. . .	39 0.7	12 0.4	6 0.2
(1) I disagree	904 16.5	402 15.0	479 18.0
(2) Unsure	747 13.6	441 16.4	277 10.4
(3) I agree.	3802 69.2	1832 68.2	1903 71.4

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.6
Table 7268.S
Student Career Survey

Item Statement			Total N %	Male N %	Female N %
31.	I plan to have a career.	Omit. . .	38 0.7	5 0.2	12 0.5
	(1) I disagree		98 1.8	69 2.6	19 0.7
	(2) Unsure		346 6.3	218 8.1	108 4.1
	(3) I agree.		5010 91.2	2395 89.1	2526 94.8
32.	I plan to have a family and a career.	Omit. . .	39 0.7	13 0.5	4 0.2
	(1) I disagree		312 5.7	189 7.0	115 4.3
	(2) Unsure		1095 19.9	607 22.6	454 17.0
	(3) I agree.		4046 73.7	1878 69.9	2092 78.5
33.	In most families, both parents work at jobs outside the home.	Omit. . .	41 0.7	10 0.4	6 0.2
	(1) I disagree		347 6.3	196 7.3	140 5.3
	(2) Unsure		1471 26.8	792 29.5	640 24.0
	(3) I agree.		3633 66.2	1689 62.9	1879 70.5
34.	I would like to find out more about possible careers.	Omit. . .	33 0.6	6 0.2	5 0.2
	(1) I disagree		363 6.6	225 8.4	123 4.6
	(2) Unsure		974 17.7	529 19.7	419 15.7
	(3) I agree.		4122 75.1	1927 71.7	2118 79.5
35.	The career I choose is important to my parents.	Omit. . .	39 0.7	12 0.4	4 0.2
	(1) I disagree		1098 20.0	524 19.5	554 20.8
	(2) Unsure		2092 38.1	1009 37.6	1036 38.9
	(3) I agree.		2263 41.2	1142 42.5	1071 40.2
36.	I feel good about myself.	Omit. . .	43 0.8	12 0.4	7 0.3
	(1) I disagree		350 6.4	139 5.2	189 7.1
	(2) Unsure		1065 19.4	465 17.3	570 21.4
	(3) I agree.		4034 73.5	2071 77.1	1899 71.3

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.7
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
37.	I feel I could be whatever I want to be when I grow up. Omit. . .	41 0.7	11 0.4	5 0.2
	(1) I disagree	408 7.4	228 8.5	166 6.2
	(2) Unsure	1008 18.4	529 19.7	439 16.5
	(3) I agree.	4035 73.5	1919 71.4	2055 77.1
38.	The way I feel about myself affects how well I do something. Omit. . .	43 0.8	12 0.4	4 0.2
	(1) I disagree	340 6.2	196 7.3	126 4.7
	(2) Unsure	975 17.8	531 19.8	416 15.6
	(3) I agree.	4134 75.3	1948 72.5	2119 79.5
39.	I enjoy to learning to do new things. Omit. .	40 0.7	9 0.3	5 0.2
	(1) I disagree	249 4.5	147 5.5	85 3.2
	(2) Unsure	1049 19.1	595 22.1	419 15.7
	(3) I agree.	4154 75.6	1936 72.1	2156 80.9
40.	I feel that I am good at many things. Omit. . .	55 1.0	17 0.6	7 0.3
	(1) I disagree	335 6.1	136 5.1	186 7.0
	(2) Unsure	1148 20.9	476 17.7	639 24.0
	(3) I agree.	3954 72.0	2058 76.6	1833 68.8
41.	My parents would support me in whatever career I choose. Omit. . .	60 1.1	10 0.4	20 0.8
	(1) I disagree	362 6.6	200 7.4	147 5.5
	(2) Unsure	1135 20.7	612 22.8	482 18.1
	(3) I agree.	3935 71.6	1865 69.4	2016 75.6
42-45 The place I would go to get help in planning my career is:				
42.	parents. Omit. . .	47 0.9	14 0.5	6 0.2
	(1) I disagree	483 8.8	253 9.4	208 7.8
	(2) Unsure	1093 19.9	553 20.6	511 19.2
	(3) I agree.	3869 70.4	1867 69.5	1940 72.8

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.8
Table 7268.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
43. teachers.	Omit. . .	63 1.1	20 0.7	14 0.5
(1) I disagree		984 17.9	584 21.7	375 14.1
(2) Unsure		1757 32.0	911 33.9	805 30.2
(3) I agree.		2688 48.9	1172 43.6	1471 55.2
44. other people I know.	Omit. . .	54 1.0	13 0.5	13 0.5
(1) I disagree		489 8.9	307 11.4	159 6.0
(2) Unsure		1627 29.6	884 32.9	714 26.8
(3) I agree.		3322 60.5	1483 55.2	1779 66.8
45. school counselors.	Omit. . .	103 1.9	38 1.4	36 1.4
(1) I disagree		1307 23.8	747 27.8	531 19.9
(2) Unsure		1617 29.4	804 29.9	766 28.7
(3) I agree.		2465 44.9	1098 40.9	1332 50.0
46. Check one:	Omit. . .	140 2.5	0 0.0	0 0.0
(1) Male		2687 48.9	2687 100.0	0 0.0
(2) Female		2665 48.5	0 0.0	2665 100.0
47. Check the grade you are in:	Omit. . .	8 0.1	0 0.0	0 0.0
(1) Grade 7.		263 4.8	153 5.7	106 4.0
(2) Grade 8.		4551 82.9	2190 81.5	2247 84.3
(3) Grade 9.		670 12.2	344 12.8	312 11.7

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.1
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests.			
Omit. . .	40 0.7	13 0.5	26 0.9
(1) I disagree	1136 20.4	520 19.8	583 20.7
(2) Unsure	2140 38.4	1075 40.9	1013 36.0
(3) I agree.	2257 40.5	1021 38.8	1190 42.3
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school.			
Omit. . .	13 0.2	7 0.3	5 0.2
(1) I disagree	2089 37.5	942 35.8	1110 39.5
(2) Unsure	2218 39.8	1089 41.4	1058 37.6
(3) I agree.	1253 22.5	591 22.5	639 22.7
3. I know someone who is in a nontraditional career.			
Omit. . .	41 0.7	18 0.7	21 0.7
(1) I disagree	1159 20.8	629 23.9	501 17.8
(2) Unsure	1540 27.6	818 31.1	666 23.7
(3) I agree.	2833 50.8	1164 44.3	1624 57.8
4. Teachers generally treat males and females the same.			
Omit. . .	29 0.5	18 0.7	9 0.3
(1) I disagree	1935 34.7	889 33.8	1002 35.6
(2) Unsure	1220 21.9	613 23.3	562 20.0
(3) I agree.	2389 42.9	1109 42.2	1239 44.1
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	16 0.3	8 0.3	7 0.2
(1) I disagree	1337 24.0	650 24.7	654 23.3
(2) Unsure	1862 33.4	972 37.0	832 29.6
(3) I agree.	2358 42.3	999 38.0	1319 46.9
6. In our school, there are support groups for students enrolled in nontraditional classes.			
Omit. . .	40 0.7	19 0.7	17 0.6
(1) I disagree	1923 34.5	827 31.5	1058 37.6
(2) Unsure	2862 51.4	1383 52.6	1412 50.2
(3) I agree.	748 13.4	400 15.2	325 11.6

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.2
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Teachers expect the same achievement from males and females. Omit. . .	37 0.7	23 0.9	13 0.5
(1) I disagree	1040 18.7	474 18.0	544 19.3
(2) Unsure	1197 21.5	575 21.9	575 20.4
(3) I agree.	3299 59.2	1557 59.2	1680 59.7
8. Teachers point out examples of stereotyping in textbooks and other materials. Omit. . .	33 0.6	17 0.6	12 0.4
(1) I disagree	1025 18.4	462 17.6	531 18.9
(2) Unsure	2016 36.2	1016 38.6	943 33.5
(3) I agree.	2499 44.8	1134 43.1	1326 47.2
9. My counselor suggests classes I need for my career choice. Omit. . .	38 0.7	20 0.8	15 0.5
(1) I disagree	1496 26.8	693 26.4	767 27.3
(2) Unsure	1323 23.7	716 27.2	571 20.3
(3) I agree.	2716 48.7	1200 45.6	1459 51.9
10. The counselors maintain up-to-date career in- formation that can be used in making career choices. Omit. . .	33 0.6	17 0.6	12 0.4
(1) I disagree	693 12.4	339 12.9	329 11.7
(2) Unsure	2096 37.6	1047 39.8	993 35.3
(3) I agree.	2751 49.4	1226 46.6	1478 52.6
11. Counselors have helped me with my career choices. Omit. . .	47 0.8	27 1.0	19 0.7
(1) I disagree	2495 44.8	1138 43.3	1305 46.4
(2) Unsure	1345 24.1	714 27.2	588 20.9
(3) I agree.	1686 30.3	750 28.5	900 32.0
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses." Omit. . .	19 0.3	6 0.2	10 0.4
(1) I disagree	2482 44.5	970 36.9	1473 52.4
(2) Unsure	1627 29.2	896 34.1	682 24.3
(3) I agree.	1445 25.9	757 28.8	647 23.0

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.3
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
13. Career and vocational courses are designed so the content is appropriate to both males and females.			
Omit. . .	51 0.9	26 1.0	21 0.7
(1) I disagree	371 6.7	183 7.0	179 6.4
(2) Unsure	2376 42.6	1176 44.7	1130 40.2
(3) I agree.	2775 49.8	1244 47.3	1482 52.7
14. I will work at a paying job most of my life.			
Omit. . .	4 0.1	2 0.1	1 0.0
(1) I disagree	175 3.1	101 3.8	63 2.2
(2) Unsure	769 13.8	393 14.9	340 12.1
(3) I agree.	4625 83.0	2133 81.1	2408 85.6
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families.			
Omit. . .	12 0.2	2 0.1	7 0.2
(1) I disagree	773 13.9	331 12.6	421 15.0
(2) Unsure	3715 66.7	1808 68.8	1828 65.0
(3) I agree.	1073 19.3	488 18.6	556 19.8
16. Nine out of ten women work for pay sometime during their lives.			
Omit. . .	12 0.2	3 0.1	5 0.2
(1) I disagree	235 4.2	156 5.9	67 2.4
(2) Unsure	1476 26.5	850 32.3	578 20.6
(3) I agree.	3850 69.1	1620 61.6	2162 76.9
17. The average woman will work outside the home between 20-40 years in her lifetime.			
Omit. . .	45 0.8	4 0.2	0 0.0
(1) I disagree	391 7.0	253 9.6	123 4.4
(2) Unsure	2426 43.5	1353 51.5	1026 36.5
(3) I agree.	2711 48.6	1019 38.8	1663 59.1
18. Women make up 15 percent (3 out of 20) of physicians in the U.S.			
Omit. . .	49 0.9	7 0.3	1 0.0
(1) I disagree	385 6.9	182 6.9	192 6.8
(2) Unsure	3143 56.4	1556 59.2	1527 54.3
(3) I agree.	1996 35.8	884 33.6	1092 38.8

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.4
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. Physicians, who work in clinics, make an average annual salary of \$74,000. Omit. . .	54 1.0	9 0.3	3 0.1
(1) I disagree	321 5.8	175 6.7	129 4.6
(2) Unsure	3746 67.2	1684 64.1	2001 71.2
(3) I agree.	1452 26.1	761 28.9	679 24.1
20. Nurses earn an average annual salary of \$26,000. Omit. . .	63 1.1	12 0.5	7 0.2
(1) I disagree	414 7.4	236 9.0	167 5.9
(2) Unsure	3767 67.6	1740 66.2	1972 70.1
(3) I agree.	1329 23.8	641 24.4	666 23.7
21. Ninety-nine percent of all secretaries are women. Omit. . .	67 1.2	18 0.7	5 0.2
(1) I disagree	591 10.6	280 10.7	301 10.7
(2) Unsure	1958 35.1	1037 39.4	871 31.0
(3) I agree.	2957 53.1	1294 49.2	1635 58.1
22. Secretaries make an average annual salary of \$12,000. Omit. . .	100 1.8	27 1.0	27 1.0
(1) I disagree	538 9.7	332 12.6	197 7.0
(2) Unsure	4000 71.8	1820 69.2	2121 75.4
(3) I agree.	935 16.8	450 17.1	467 16.6
23. On average, women make 65 cents for every dollar men make. Omit. . .	86 1.5	21 0.8	20 0.7
(1) I disagree	866 15.5	467 17.8	385 13.7
(2) Unsure	3132 56.2	1512 57.5	1563 55.6
(3) I agree.	1489 26.7	629 23.9	844 30.0
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	64 1.1	12 0.5	6 0.2
(1) I disagree	505 9.1	266 10.1	225 8.0
(2) Unsure	1252 22.5	691 26.3	520 18.5
(3) I agree.	3752 67.3	1660 63.1	2061 73.3

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.5
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. My parents encourage me to explore different career possibilities.			
Omit. . .	50 0.9	4 0.2	3 0.1
(1) I disagree	708 12.7	318 12.1	378 13.4
(2) Unsure	790 14.2	462 17.6	290 10.3
(3) I agree.	4025 72.2	1845 70.2	2141 76.1
26. My parents believe the career I choose should pay well.			
Omit. . .	56 1.0	7 0.3	5 0.2
(1) I disagree	928 16.7	374 14.2	542 19.3
(2) Unsure	1538 27.6	739 28.1	756 26.9
(3) I agree.	3051 54.7	1509 57.4	1509 53.7
27. I have learned about different careers from watching TV.			
Omit. . .	64 1.1	10 0.4	7 0.2
(1) I disagree	1152 20.7	512 19.5	622 22.1
(2) Unsure	1079 19.4	570 21.7	468 16.6
(3) I agree.	3278 58.8	1537 58.5	1715 61.0
28. I plan to have a career.			
Omit. . .	59 1.1	9 0.3	7 0.2
(1) I disagree	131 2.4	83 3.2	39 1.4
(2) Unsure	454 8.1	276 10.5	142 5.0
(3) I agree.	4929 88.4	2261 86.0	2624 93.3
29. I plan to have a family and a career.			
Omit. . .	64 1.1	12 0.5	7 0.2
(1) I disagree	390 7.0	210 8.0	170 6.0
(2) Unsure	1178 21.1	670 25.5	467 16.6
(3) I agree.	3941 70.7	1737 66.1	2168 77.1
30. My parents would support me in whatever career I choose.			
Omit. . .	56 1.0	6 0.2	3 0.1
(1) I disagree	391 7.0	222 8.4	159 5.7
(2) Unsure	1024 18.4	580 22.1	404 14.4
(3) I agree.	4102 73.6	1821 69.3	2246 79.9

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.6
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. My future career is important, so I want to start preparing for it now by taking the right classes. Omit. . .	60 1.1	6 0.2	6 0.2
(1) I disagree	149 2.7	85 3.2	50 1.8
(2) Unsure	733 13.2	444 16.9	251 8.9
(3) I agree.	4631 83.1	2094 79.7	2505 89.1
32. Women, as well as men, work to provide for themselves and for their families. Omit. . .	67 1.2	7 0.3	10 0.4
(1) I disagree	163 2.9	111 4.2	42 1.5
(2) Unsure	657 11.8	436 16.6	181 6.4
(3) I agree.	4686 84.1	2075 78.9	2579 91.7
33. I believe I have the right to enroll in any course in our school. Omit. . .	69 1.2	12 0.5	9 0.3
(1) I disagree	189 3.4	130 4.9	51 1.8
(2) Unsure	558 10.0	366 13.9	148 5.3
(3) I agree.	4757 85.4	2121 80.7	2604 92.6
34. I feel good about myself. Omit. . .	72 1.3	7 0.3	13 0.5
(1) I disagree	393 7.1	162 6.2	224 8.0
(2) Unsure	1206 21.6	565 21.5	596 21.2
(3) I agree.	3902 70.0	1895 72.1	1979 70.4
35. I view my career primarily as a way to make some extra money. Omit. . .	74 1.3	16 0.6	9 0.3
(1) I disagree	2190 39.3	845 32.1	1324 47.1
(2) Unsure	1505 27.0	766 29.1	694 24.7
(3) I agree.	1804 32.4	1002 38.1	785 27.9
36. I view my career primarily as something to do before marriage. Omit. . .	79 1.4	11 0.4	14 0.5
(1) I disagree	2612 46.9	1091 41.5	1500 53.3
(2) Unsure	1618 29.0	881 33.5	694 24.7
(3) I agree.	1264 22.7	646 24.6	604 21.5

**Annual Composite Report
1992-1993 Evaluation Data**

Page A1.7
Table 7269.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.			
Omit. . .	85 1.5	13 0.5	22 0.8
(1) I disagree	469 8.4	275 10.5	180 6.4
(2) Unsure	1401 25.1	724 27.5	630 22.4
(3) I agree.	3618 64.9	1617 61.5	1980 70.4
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.			
Omit. . .	79 1.4	10 0.4	17 0.6
(1) I disagree	352 6.3	189 7.2	153 5.4
(2) Unsure	1711 30.7	841 32.0	826 29.4
(3) I agree.	3431 61.6	1589 60.4	1816 64.6
39. I feel I could be whatever I want to be.			
Omit. . .	73 1.3	12 0.5	10 0.4
(1) I disagree	445 8.0	240 9.1	195 6.9
(2) Unsure	1021 18.3	529 20.1	444 15.8
(3) I agree.	4034 72.4	1848 70.3	2163 76.9
40. I feel like I am good at many things.			
Omit. . .	80 1.4	10 0.4	18 0.6
(1) I disagree	399 7.2	143 5.4	240 8.5
(2) Unsure	1048 18.8	444 16.9	561 20.0
(3) I agree.	4046 72.6	2032 77.3	1993 70.9
41. Check one:			
Omit. . .	132 2.4	0 0.0	0 0.0
(1) Male	2629 47.2	2629 100.0	0 0.0
(2) Female	2812 50.5	0 0.0	2812 100.0
42. Check the grade you are in:			
Omit. . .	8 0.1	0 0.0	0 0.0
(1) 9th grade.	1210 21.7	611 23.2	580 20.6
(2) 10th grade	4222 75.8	1960 74.6	2157 76.7
(3) 11th grade	133 2.4	58 2.2	75 2.7

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.1
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
1. I am encouraged to take courses that I need for careers of the future.			
Omit. . .	8 0.2	3 0.2	5 0.2
(1) I disagree	316 7.6	146 7.5	146 7.1
(2) Unsure	663 16.0	340 17.5	296 14.4
(3) I agree.	3157 76.2	1449 74.8	1614 78.3
2. I would like to know more about future career possibilities.			
Omit. . .	8 0.2	2 0.1	5 0.2
(1) I disagree	175 4.2	93 4.8	69 3.3
(2) Unsure	586 14.1	330 17.0	224 10.9
(3) I agree.	3375 81.4	1513 78.1	1763 85.5
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	11 0.3	3 0.2	7 0.3
(1) I disagree	1189 28.7	506 26.1	637 30.9
(2) Unsure	1591 38.4	795 41.0	738 35.8
(3) I agree.	1353 32.6	634 32.7	679 32.9
4. In our school, there are support groups for students choosing nontraditional careers.			
Omit. . .	8 0.2	2 0.1	5 0.2
(1) I disagree	2035 49.1	829 42.8	1148 55.7
(2) Unsure	1717 41.4	871 44.9	780 37.8
(3) I agree.	384 9.3	236 12.2	128 6.2
5. The counselor maintains up-to-date career publications that help me make career choices.			
Omit. . .	14 0.3	4 0.2	7 0.3
(1) I disagree	793 19.1	298 15.4	465 22.6
(2) Unsure	1420 34.3	686 35.4	675 32.8
(3) I agree.	1917 46.3	950 49.0	914 44.3
6. Some courses in our school are boys courses and some are girls courses.			
Omit. . .	14 0.3	7 0.4	4 0.2
(1) I disagree	1635 39.5	738 38.1	849 41.2
(2) Unsure	997 24.1	531 27.4	421 20.4
(3) I agree.	1498 36.1	662 34.2	787 38.2

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.2
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
7. Generally, teachers treat male and female students the same. Omit. . .	24 0.6	13 0.7	9 0.4
(1) I disagree	1025 24.7	459 23.7	525 25.5
(2) Unsure	1000 24.1	468 24.1	483 23.4
(3) I agree.	2095 50.6	998 51.5	1044 50.7
8. Teachers pay more attention to boys. Omit. . .	10 0.2	5 0.3	3 0.1
(1) I disagree	2296 55.4	1155 59.6	1079 52.4
(2) Unsure	1369 33.0	626 32.3	684 33.2
(3) I agree.	469 11.3	152 7.8	295 14.3
9. Teachers pay more attention to girls. Omit. .	23 0.6	10 0.5	11 0.5
(1) I disagree	2180 52.6	910 47.0	1212 58.8
(2) Unsure	1407 34.0	638 32.9	709 34.4
(3) I agree.	534 12.9	380 19.6	129 6.3
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	43 1.0	20 1.0	19 0.9
(1) I disagree	284 6.9	125 6.4	139 6.7
(2) Unsure	1426 34.4	689 35.6	690 33.5
(3) I agree.	2391 57.7	1104 57.0	1213 58.9
11. Teachers expect the same achievement from females and males. Omit. . .	30 0.7	14 0.7	12 0.6
(1) I disagree	600 14.5	225 11.6	343 16.6
(2) Unsure	912 22.0	476 24.6	387 18.8
(3) I agree.	2602 62.8	1223 63.1	1319 64.0
12. Most women work because of economic need. Omit. . .	5 0.1	2 0.1	2 0.1
(1) I disagree	976 23.6	328 16.9	613 29.7
(2) Unsure	1459 35.2	820 42.3	581 28.2
(3) I agree.	1704 41.1	788 40.7	865 42.0

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.3
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
13. Ninety percent of women work for pay most of their life.			
Omit. . .	12 0.3	6 0.3	4 0.2
(1) I disagree	493 11.9	246 12.7	207 10.0
(2) Unsure	1875 45.2	1040 53.7	773 37.5
(3) I agree.	1764 42.6	646 33.3	1077 52.3
14. Women make up 15 percent (3 out of 20) physicians in the U.S.			
Omit. . .	11 0.3	5 0.3	3 0.1
(1) I disagree	270 6.5	123 6.3	127 6.2
(2) Unsure	2612 63.0	1257 64.9	1274 61.8
(3) I agree.	1251 30.2	553 28.5	657 31.9
15. Physicians, who work in clinics, earn about \$74,000 a year.			
Omit. . .	18 0.4	8 0.4	5 0.2
(1) I disagree	242 5.8	123 6.3	100 4.9
(2) Unsure	2882 69.5	1302 67.2	1502 72.9
(3) I agree.	1002 24.2	505 26.1	454 22.0
16. Nurses earn about \$26,000 a year.			
Omit. . .	26 0.6	15 0.8	7 0.3
(1) I disagree	322 7.8	152 7.8	151 7.3
(2) Unsure	2781 67.1	1284 66.3	1410 68.4
(3) I agree.	1015 24.5	487 25.1	493 23.9
17. Women make up eight percent (2 out of 25) of the engineers in the U.S.			
Omit. . .	17 0.4	8 0.4	4 0.2
(1) I disagree	251 6.1	129 6.7	106 5.1
(2) Unsure	2733 66.0	1269 65.5	1376 66.8
(3) I agree.	1143 27.6	532 27.5	575 27.9
18. Most men will work for pay most of their lives.			
Omit. . .	18 0.4	11 0.6	1 0.0
(1) I disagree	147 3.5	67 3.5	59 2.9
(2) Unsure	795 19.2	373 19.2	375 18.2
(3) I agree.	3184 76.8	1487 76.7	1626 78.9

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.4
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
19. Starting annual salary for engineers is \$30,000.			
Omit. . .	22 0.5	13 0.7	5 0.2
(1) I disagree	193 4.7	100 5.2	74 3.6
(2) Unsure	2783 67.2	1136 58.6	1562 75.8
(3) I agree.	1146 27.7	689 35.6	420 20.4
20. Ninety-nine percent of all secretaries are women.			
Omit. . .	11 0.3	4 0.2	2 0.1
(1) I disagree	373 9.0	175 9.0	177 8.6
(2) Unsure	1663 40.1	893 46.1	702 34.1
(3) I agree.	2097 50.6	866 44.7	1180 57.3
21. Secretaries annually earn about \$12,000. Omit.	10 0.2	2 0.1	3 0.1
(1) I disagree	408 9.8	222 11.5	165 8.0
(2) Unsure	2986 72.1	1357 70.0	1534 74.4
(3) I agree.	740 17.9	357 18.4	359 17.4
22. Most men work because of economic need. Omit.	55 1.3	2 0.1	0 0.0
(1) I disagree	345 8.3	135 7.0	198 9.6
(2) Unsure	977 23.6	389 20.1	554 26.9
(3) I agree.	2767 66.8	1412 72.9	1309 63.5
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex.			
Omit. . .	55 1.3	1 0.1	1 0.0
(1) I disagree	147 3.5	101 5.2	34 1.6
(2) Unsure	662 16.0	442 22.8	185 9.0
(3) I agree.	3280 79.2	1394 71.9	1841 89.3
24. "Women's jobs" and "men's jobs" are becoming a thing of the past.			
Omit. . .	59 1.4	6 0.3	0 0.0
(1) I disagree	300 7.2	166 8.6	120 5.8
(2) Unsure	757 18.3	426 22.0	294 14.3
(3) I agree.	3028 73.1	1340 69.1	1647 79.9

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.5
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
25. I expect to work at a paying job most of my life.			
Omit. . .	79 1.9	10 0.5	15 0.7
(1) I disagree	131 3.2	74 3.8	44 2.1
(2) Unsure	576 13.9	276 14.2	271 13.1
(3) I agree.	3358 81.0	1578 81.4	1731 84.0
26. Women, as well as men, work to provide for themselves and for their families.			
Omit. . .	67 1.6	8 0.4	3 0.1
(1) I disagree	119 2.9	80 4.1	24 1.2
(2) Unsure	455 11.0	319 16.5	105 5.1
(3) I agree.	3503 84.5	1531 79.0	1929 93.6
27. I would support a man's choice to be a nurse.			
Omit. . .	69 1.7	10 0.5	4 0.2
(1) I disagree	219 5.3	167 8.6	34 1.6
(2) Unsure	675 16.3	474 24.5	167 8.1
(3) I agree.	3181 76.8	1287 66.4	1856 90.1
28. I would support a woman's choice to be a carpenter.			
Omit. . .	79 1.9	13 0.7	9 0.4
(1) I disagree	251 6.1	197 10.2	42 2.0
(2) Unsure	623 15.0	430 22.2	153 7.4
(3) I agree.	3191 77.0	1298 67.0	1857 90.1
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex.			
Omit. . .	67 1.6	6 0.3	5 0.2
(1) I disagree	179 4.3	131 6.8	37 1.8
(2) Unsure	553 13.3	360 18.6	153 7.4
(3) I agree.	3345 80.7	1441 74.4	1866 90.5
30. I would consider owning my own business.			
Omit. . .	72 1.7	10 0.5	4 0.2
(1) I disagree	366 8.8	145 7.5	209 10.1
(2) Unsure	1022 24.7	479 24.7	509 24.7
(3) I agree.	2684 64.8	1304 67.3	1339 65.0

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.6
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
31. Nearly half of single-parent families live in poverty.			
Omit. . .	63 1.5	3 0.2	3 0.1
(1) I disagree	730 17.6	272 14.0	442 21.4
(2) Unsure	2426 58.5	1228 63.4	1154 56.0
(3) I agree.	925 22.3	435 22.4	462 22.4
32. Six out of ten people in poverty are women who are the main source of income for their families.			
Omit. . .	70 1.7	6 0.3	6 0.3
(1) I disagree	366 8.8	161 8.3	191 9.3
(2) Unsure	2504 60.4	1248 64.4	1205 58.5
(3) I agree.	1204 29.1	523 27.0	659 32.0
33. My parents have helped me explore possible careers.			
Omit. . .	75 1.8	9 0.5	6 0.3
(1) I disagree	813 19.6	335 17.3	463 22.5
(2) Unsure	812 19.6	452 23.3	323 15.7
(3) I agree.	2444 59.0	1142 58.9	1269 61.6
34. My parents know about job market demands and training required for jobs.			
Omit. . .	70 1.7	6 0.3	4 0.2
(1) I disagree	686 16.6	308 15.9	363 17.6
(2) Unsure	1412 34.1	699 36.1	673 32.7
(3) I agree.	1976 47.7	925 47.7	1021 49.5
35. I have learned about a wide variety of careers from watching TV.			
Omit. . .	73 1.8	8 0.4	4 0.2
(1) I disagree	1251 30.2	490 25.3	738 35.8
(2) Unsure	1094 26.4	584 30.1	472 22.9
(3) I agree.	1726 41.7	856 44.2	847 41.1
36. My friends and I generally have the same kinds of career goals.			
Omit. . .	67 1.6	4 0.2	3 0.1
(1) I disagree	1699 41.0	653 33.7	1029 49.9
(2) Unsure	1126 27.2	618 31.9	470 22.8
(3) I agree.	1252 30.2	663 34.2	559 27.1

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.7
Table 7270.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
37.	I plan to have a career. Omit. . .	75 1.8	10 0.5	4 0.2
	(1) I disagree	84 2.0	59 3.0	12 0.6
	(2) Unsure	338 8.2	196 10.1	110 5.3
	(3) I agree.	3647 88.0	1673 86.3	1935 93.9
38.	I plan to have a career and a family. Omit. .	74 1.8	8 0.4	5 0.2
	(1) I disagree	194 4.7	102 5.3	80 3.9
	(2) Unsure	744 18.0	439 22.7	264 12.8
	(3) I agree.	3132 75.6	1389 71.7	1712 83.1
39.	I feel good about myself. Omit. . .	83 2.0	10 0.5	11 0.5
	(1) I disagree	241 5.8	89 4.6	133 6.5
	(2) Unsure	803 19.4	358 18.5	408 19.8
	(3) I agree.	3017 72.8	1481 76.4	1509 73.2
40.	My parents would support me in whatever career I choose. Omit. . .	75 1.8	11 0.6	3 0.1
	(1) I disagree	269 6.5	122 6.3	133 6.5
	(2) Unsure	656 15.8	358 18.5	266 12.9
	(3) I agree.	3144 75.9	1447 74.7	1659 80.5
41.	My male friends would support me in whatever career I choose. Omit. . .	68 1.6	4 0.2	4 0.2
	(1) I disagree	167 4.0	101 5.2	56 2.7
	(2) Unsure	868 20.9	490 25.3	339 16.4
	(3) I agree.	3041 73.4	1343 69.3	1662 80.6
42.	My female friends would support me in whatever career I choose. Omit. . .	68 1.6	6 0.3	2 0.1
	(1) I disagree	124 3.0	81 4.2	29 1.4
	(2) Unsure	713 17.2	469 24.2	214 10.4
	(3) I agree.	3239 78.2	1382 71.3	1816 88.1

Annual Composite Report
Grade 12
1992-1993 Evaluation Data

Page A1.8
Table 7270.S
Student Career Survey

Item Statement	Total N %	Male N %	Female N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	68 1.6	4 0.2	4 0.2
(1) I disagree	99 2.4	64 3.3	23 1.1
(2) Unsure	576 13.9	337 17.4	206 10.0
(3) I agree.	3401 82.1	1533 79.1	1828 88.7
44. I enjoy trying new and different things. Omit. . .	77 1.9	7 0.4	9 0.4
(1) I disagree	120 2.9	70 3.6	35 1.7
(2) Unsure	580 14.0	308 15.9	234 11.4
(3) I agree.	3367 81.3	1553 80.1	1783 86.5
45. I feel I can be whatever I want to be. Omit. . .	69 1.7	2 0.1	5 0.2
(1) I disagree	239 5.8	124 6.4	93 4.5
(2) Unsure	643 15.5	340 17.5	271 13.1
(3) I agree.	3193 77.1	1472 76.0	1692 82.1
46. I am good at making decisions. Omit. . .	82 2.0	11 0.6	9 0.4
(1) I disagree	304 7.3	120 6.2	171 8.3
(2) Unsure	1169 28.2	569 29.4	562 27.3
(3) I agree.	2589 62.5	1238 63.9	1319 64.0
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	86 2.1	11 0.6	14 0.7
(1) I disagree	271 6.5	154 7.9	105 5.1
(2) Unsure	731 17.6	399 20.6	293 14.2
(3) I agree.	3056 73.7	1374 70.9	1649 80.0
48. Check one: Omit. . .	145 3.5	0 0.0	0 0.0
(1) Male	1938 46.8	1938 100.0	0 0.0
(2) Female	2061 49.7	0 0.0	2061 100.0
49. Check the grade you are in: Omit. . .	15 0.4	0 0.0	0 0.0
(1) 11th grade	482 11.6	221 11.4	249 12.1
(2) 12th grade	3647 88.0	1717 88.6	1812 87.9

**Annual Composite Report
Administrator Survey
1992-1993 Evaluation Data**

Page A1.1
Table 7271.S
Administrator Survey

Item Statement	Total N %	Male N %	Female N %
1. Develop and implement a district policy statement on sex equity. Omit. . .	14 4.5	7 3.0	7 9.6
(1) Not done.	42 13.5	31 13.3	10 13.7
(2) In planning stage	87 28.0	66 28.3	20 27.4
(3) Has been done	168 54.0	129 55.4	36 49.3
2. Develop and implement a K-12 district-wide equity plan. Omit. . .	22 7.1	13 5.6	9 12.3
(1) Not done.	82 26.4	67 28.8	13 17.8
(2) In planning stage	135 43.4	95 40.8	39 53.4
(3) Has been done	72 23.2	58 24.9	12 16.4
3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity. Omit. . .	11 3.5	5 2.1	6 8.2
(1) Not done.	115 37.0	82 35.2	30 41.1
(2) In planning stage	138 44.4	106 45.5	32 43.8
(3) Has been done	47 15.1	40 17.2	5 6.8
4. Collect and analyze staffing pattern data by female/male. Omit. . .	18 5.8	9 3.9	8 11.0
(1) Not done.	124 39.9	94 40.3	28 38.4
(2) In planning stage	77 24.8	56 24.0	21 28.8
(3) Has been done	92 29.6	74 31.8	16 21.9
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions. Omit. . .	15 4.8	9 3.9	5 6.8
(1) Not done.	24 7.7	19 8.2	4 5.5
(2) In planning stage	24 7.7	20 8.6	4 5.5
(3) Has been done	248 79.7	185 79.4	60 82.2
6. Actively select men to serve in supportive/nurturing roles. Omit. . .	35 11.3	23 9.9	11 15.1
(1) Not done.	66 21.2	53 22.7	10 13.7
(2) In planning stage	34 10.9	29 12.4	5 6.8
(3) Has been done	176 56.6	128 54.9	47 64.4

**Annual Composite Report
Administrator Survey
1992-1993 Evaluation Data**

Page A1.2
Table 7271.S
Administrator Survey

Item Statement		Total N %	Male N %	Female N %
7-11. Ensure that equal employment opportunity is practiced in:				
7. development of job descriptions and qualification requirements.	Omit. . .	7 2.3	3 1.3	3 4.1
(1) Not done.		10 3.2	8 3.4	2 2.7
(2) In planning stage		20 6.4	13 5.6	7 9.6
(3) Has been done		274 88.1	209 89.7	61 83.6
8. advertisement.	Omit. . .	8 2.6	5 2.1	2 2.7
(1) Not done.		10 3.2	7 3.0	3 4.1
(2) In planning stage		12 3.9	11 4.7	1 1.4
(3) Has been done		281 90.4	210 90.1	67 91.8
9. employment interviews.	Omit. . .	7 2.3	3 1.3	3 4.1
(1) Not done.		7 2.3	3 1.3	4 5.5
(2) In planning stage		6 1.9	5 2.1	1 1.4
(3) Has been done		291 93.6	222 95.3	65 89.0
10. wages and benefits.	Omit. . .	9 2.9	3 1.3	5 6.8
(1) Not done.		6 1.9	3 1.3	3 4.1
(2) In planning stage		6 1.9	4 1.7	2 2.7
(3) Has been done		290 93.2	223 95.7	63 86.3
11. opportunities for advancement.	Omit. . .	14 4.5	6 2.6	7 9.6
(1) Not done.		9 2.9	7 3.0	2 2.7
(2) In planning stage		9 2.9	6 2.6	3 4.1
(3) Has been done		279 89.7	214 91.8	61 83.6
12. Assist staff in providing a bias-free environment for students.	Omit. . .	16 5.1	9 3.9	6 8.2
(1) Not done.		40 12.9	29 12.4	9 12.3
(2) In planning stage		101 32.5	79 33.9	22 30.1
(3) Has been done		154 49.5	116 49.8	36 49.3

**Annual Composite Report
Administrator Survey
1992-1993 Evaluation Data**

Page A1.3
Table 7271.S
Administrator Survey

Item Statement	Total N %	Male N %	Female N %
13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . .	13 4.2	6 2.6	6 8.2
(1) Not done.	32 10.3	23 9.9	7 9.6
(2) In planning stage	92 29.6	72 30.9	20 27.4
(3) Has been done	174 55.9	132 56.7	40 54.8
14. Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . .	60 19.3	30 12.9	27 37.0
(1) Not done.	35 11.3	29 12.4	6 8.2
(2) In planning stage	32 10.3	25 10.7	7 9.6
(3) Has been done	184 59.2	149 63.9	33 45.2
15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . .	42 13.5	24 10.3	15 20.5
(1) Not done.	47 15.1	37 15.9	9 12.3
(2) In planning stage	44 14.1	37 15.9	7 9.6
(3) Has been done	178 57.2	135 57.9	42 57.5
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . .	24 7.7	9 3.9	12 16.4
(1) Not done.	75 24.1	62 26.6	12 16.4
(2) In planning stage	94 30.2	67 28.8	27 37.0
(3) Has been done	118 37.9	95 40.8	22 30.1
17. Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . .	11 3.5	5 2.1	3 4.1
(1) Not done.	8 2.6	8 3.4	0 0.0
(2) In planning stage	30 9.6	20 8.6	10 13.7
(3) Has been done	262 84.2	200 85.8	60 82.2

**Annual Composite Report
Administrator Survey
1992-1993 Evaluation Data**

Page A1.4
Table 7271.S
Administrator Survey

Item Statement	Total N %	Male N %	Female N %
18-22. The following activities are being used to promote equity:			
18. required vocational exploratory courses for all students.			
Omit. . .	30 9.6	20 8.6	9 12.3
(1) Not done.	57 18.3	47 20.2	10 13.7
(2) In planning stage	33 10.6	25 10.7	7 9.6
(3) Has been done	191 61.4	141 60.5	47 64.4
19. student orientation sessions which highlight nontraditional occupations and the training needed for these occupations.			
Omit. . .	33 10.6	22 9.4	10 13.7
(1) Not done.	43 13.8	36 15.5	6 8.2
(2) In planning stage	64 20.6	49 21.0	15 20.5
(3) Has been done	171 55.0	126 54.1	42 57.5
20. prevocational classes or sessions that orient students to a nontraditional area.			
Omit. . .	39 12.5	23 9.9	15 20.5
(1) Not done.	59 19.0	50 21.5	8 11.0
(2) In planning stage	49 15.8	33 14.2	16 21.9
(3) Has been done	164 52.7	127 54.5	34 46.6
21. peer support groups for students enrolled and considering enrolling in nontraditional classes.			
Omit. . .	50 16.1	28 12.0	21 28.8
(1) Not done.	175 56.3	138 59.2	34 46.6
(2) In planning stage	48 15.4	38 16.3	10 13.7
(3) Has been done	38 12.2	29 12.4	8 11.0
22. active encouragement and support by counselors for students interested in nontraditional careers.			
Omit. . .	25 8.0	14 6.0	10 13.7
(1) Not done.	20 6.4	13 5.6	6 8.2
(2) In planning stage	41 13.2	30 12.9	11 15.1
(3) Has been done	225 72.3	176 75.5	46 63.0
23. Check one:			
Omit. . .	5 1.6	0 0.0	0 0.0
(1) Male.	233 74.9	233 100.0	0 0.0
(2) Female.	33 10.5	0 0.0	73 100.0

**Annual Composite Report
Guidance Counselor Survey
1992-1993 Evaluation Data**

Page A1.1
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
Omit. . .	1 0.4	1 0.9	0 0.0
(1) Not done.	4 1.7	1 0.9	3 2.6
(2) In planning stage	7 3.0	4 3.6	3 2.6
(3) Has been done	219 94.8	105 94.6	111 94.9
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
Omit. . .	7 3.0	4 3.6	3 2.6
(1) Not done.	42 18.2	17 15.3	25 21.4
(2) In planning stage	29 12.6	12 10.8	17 14.5
(3) Has been done	153 66.2	78 70.3	72 61.5
3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
Omit. . .	2 0.9	2 1.8	0 0.0
(1) Not done.	18 7.8	9 8.1	9 7.7
(2) In planning stage	12 5.2	7 6.3	5 4.3
(3) Has been done	199 86.1	93 83.8	103 88.0
4. Encourage young women and young men to take courses that lead to economic self-sufficiency.			
Omit. . .	12 5.2	3 2.7	9 7.7
(1) Not done.	17 7.4	7 6.3	10 8.5
(2) In planning stage	10 4.3	4 3.6	5 4.3
(3) Has been done	192 83.1	97 87.4	93 79.5
5. Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
Omit. . .	4 1.7	2 1.8	2 1.7
(1) Not done.	12 5.2	1 0.9	11 9.4
(2) In planning stage	9 3.9	4 3.6	5 4.3
(3) Has been done	206 89.2	104 93.7	99 84.6

**Annual Composite Report
Guidance Counselor Survey
1992-1993 Evaluation Data**

Page A1.2
Table 7272.S
Guidance Counselor Survey

Item Statement		Total N %	Male N %	Female N %
6.	Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	10 4.3	7 6.3	3 2.6
	(1) Not done.	71 30.7	32 28.8	38 32.5
	(2) In planning stage	26 11.3	14 12.6	12 10.3
	(3) Has been done	124 53.7	58 52.3	64 54.7
7.	Discuss job salaries as they relate to career interest with both female and male students. Omit. . .	13 5.6	6 5.4	7 6.0
	(1) Not done.	29 12.6	9 8.1	20 17.1
	(2) In planning stage	9 3.9	4 3.6	5 4.3
	(3) Has been done	180 77.9	92 82.9	85 72.6
8-11. Nontraditional career options are presented to students on a regular basis through:				
8.	pre-registration sessions. Omit. . .	36 15.6	13 11.7	23 19.7
	(1) Not done.	93 40.3	41 36.9	51 43.6
	(2) In planning stage	10 4.3	7 6.3	3 2.6
	(3) Has been done	92 39.8	50 45.0	40 34.2
9.	career fairs. Omit. . .	18 7.8	8 7.2	10 8.5
	(1) Not done.	73 31.6	33 29.7	40 34.2
	(2) In planning stage	28 12.1	15 13.5	13 11.1
	(3) Has been done	112 48.5	55 49.5	54 46.2
10.	guest speakers. Omit. . .	10 4.3	4 3.6	6 5.1
	(1) Not done.	34 14.7	15 13.5	19 16.2
	(2) In planning stage	27 11.7	13 11.7	13 11.1
	(3) Has been done	160 69.3	79 71.2	79 67.5
11.	career education materials/activities. Omit.	5 2.2	3 2.7	2 1.7
	(1) Not done.	14 6.1	4 3.6	10 8.5
	(2) In planning stage	17 7.4	6 5.4	10 8.5
	(3) Has been done	195 84.4	98 88.3	95 81.2

**Annual Composite Report
Guidance Counselor Survey
1992-1993 Evaluation Data**

Page A1.3
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
12. Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	40 17.3	15 13.5	25 21.4
(1) Not done.	128 55.4	59 53.2	68 58.1
(2) In planning stage	16 6.9	10 9.0	6 5.1
(3) Has been done	47 20.3	27 24.3	18 15.4
13. There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	34 14.7	9 8.1	25 21.4
(1) Not done.	76 32.9	36 32.4	39 33.3
(2) In planning stage	21 9.1	13 11.7	8 6.8
(3) Has been done	100 43.3	53 47.7	45 38.5
14. The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/junior high levels. Omit. . .	31 13.4	15 13.5	15 12.8
(1) Not done.	26 11.3	11 9.9	15 12.8
(2) In planning stage	47 20.3	21 18.9	25 21.4
(3) Has been done	127 55.0	64 57.7	62 53.0
15. Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . .	8 3.5	2 1.8	6 5.1
(1) Not done.	28 12.1	17 15.3	11 9.4
(2) In planning stage	39 16.9	18 16.2	20 17.1
(3) Has been done	156 67.5	74 66.7	80 68.4
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	36 15.6	10 9.0	26 22.2
(1) Not done.	120 51.9	64 57.7	55 47.0
(2) In planning stage	15 6.5	6 5.4	8 6.8
(3) Has been done	60 26.0	31 27.9	28 23.9

**Annual Composite Report
Guidance Counselor Survey
1992-1993 Evaluation Data**

Page A1.4
Table 7272.S
Guidance Counselor Survey

Item Statement	Total N %	Male N %	Female N %
17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . .	6 2.6	3 2.7	3 2.6
(1) Not done.	53 22.9	21 18.9	31 26.5
(2) In planning stage	23 10.0	10 9.0	13 11.1
(3) Has been done	149 64.5	77 69.4	70 59.8
18. Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . .	1 0.4	1 0.9	0 0.0
(1) Not done.	13 5.6	4 3.6	9 7.7
(2) In planning stage	23 10.0	4 3.6	19 16.2
(3) Has been done	194 84.0	102 91.9	89 76.1
19. Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . .	4 1.7	4 3.6	0 0.0
(1) Not done.	24 10.4	14 12.6	10 8.5
(2) In planning stage	28 12.1	12 10.8	16 13.7
(3) Has been done	175 75.8	81 73.0	91 77.8
20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . .	6 2.6	1 0.9	5 4.3
(1) Not done.	88 38.1	44 39.6	43 36.8
(2) In planning stage	32 13.9	12 10.8	20 17.1
(3) Has been done	105 45.5	54 48.6	49 41.9
21. Assist in planning staff development activities on equity issues. Omit. . .	12 5.2	6 5.4	4 3.4
(1) Not done.	141 61.0	62 55.9	78 66.7
(2) In planning stage	47 20.3	26 23.4	21 17.9
(3) Has been done	31 13.4	17 15.3	14 12.0

**Annual Composite Report
Guidance Counselor Survey
1992-1993 Evaluation Data**

Page A1.5
Table 7272.S
Guidance Counselor Survey

Item Statement		Total N %	Male N %	Female N %
22.	Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	4 1.7	0 0.0	3 2.6
	(1) Not done.	16 6.9	13 11.7	3 2.6
	(2) In planning stage	10 4.3	2 1.8	8 6.8
	(3) Has been done	201 87.0	96 86.5	103 88.0
23.	Developmental guidance is being implemented in this district. Omit. . .	6 2.6	3 2.7	2 1.7
	(1) Not done.	4 1.7	3 2.7	1 0.9
	(2) In planning stage	28 12.1	13 11.7	14 12.0
	(3) Has been done	193 83.5	92 82.9	100 85.5
24.	Check one: Omit. . .	3 1.3	0 0.0	0 0.0
	(1) Male.	111 48.1	111 100.0	0 0.0
	(2) Female.	117 50.6	0 0.0	117 100.0

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page A1.1
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	81 1.7	13 0.9	64 2.1
(1) Not done.	934 19.7	309 20.3	594 19.5
(2) In planning stage	538 11.4	151 9.9	370 12.1
(3) Has been done	3178 67.2	1050 68.9	2024 66.3
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	72 1.5	21 1.4	50 1.6
(1) Not done.	504 10.7	192 12.6	293 9.6
(2) In planning stage	572 12.1	167 11.0	394 12.9
(3) Has been done	3583 75.7	1143 75.0	2315 75.9
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	600 12.7	100 6.6	473 15.5
(1) Not done.	2665 56.3	821 53.9	1763 57.8
(2) In planning stage	342 7.2	120 7.9	212 6.9
(3) Has been done	1124 23.8	482 31.6	604 19.8
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	91 1.9	19 1.2	68 2.2
(1) Not done.	559 11.8	217 14.2	323 10.6
(2) In planning stage	642 13.6	224 14.7	400 13.1
(3) Has been done	3439 72.7	1063 69.8	2261 74.1
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	116 2.5	28 1.8	85 2.8
(1) Not done.	618 13.1	235 15.4	357 11.7
(2) In planning stage	431 9.1	139 9.1	279 9.1
(3) Has been done	3566 75.4	1121 73.6	2331 76.4

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page A1.2
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.			
Omit. . .	114 2.4	24 1.6	88 2.9
(1) Not done.	828 17.5	365 24.0	427 14.0
(2) In planning stage	539 11.4	179 11.8	346 11.3
(3) Has been done	3250 68.7	955 62.7	2191 71.8
7. Plan student activities that help female and male students work together more effectively.			
Omit. . .	67 1.4	13 0.9	51 1.7
(1) Not done.	325 6.9	155 10.2	155 5.1
(2) In planning stage	379 8.0	153 10.0	214 7.0
(3) Has been done	3960 83.7	1202 78.9	2632 86.2
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.			
Omit. . .	748 15.8	124 8.1	600 19.7
(1) Not done.	2120 44.8	598 39.3	1458 47.8
(2) In planning stage	394 8.3	154 10.1	225 7.4
(3) Has been done	1469 31.1	647 42.5	769 25.2
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males).			
Omit. . .	163 3.4	11 0.7	43 1.4
(1) Not done.	361 7.6	130 8.5	226 7.4
(2) In planning stage	442 9.3	131 8.6	308 10.1
(3) Has been done	3765 79.6	1251 82.1	2475 81.1
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.			
Omit. . .	178 3.8	24 1.6	45 1.5
(1) Not done.	493 10.4	225 14.8	263 8.6
(2) In planning stage	461 9.7	156 10.2	300 9.8
(3) Has been done	3599 76.1	1118 73.4	2444 80.1

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page A1.3
Table 7274.S
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.			
Omit. . .	259 5.5	31 2.0	118 3.9
(1) Not done.	1003 21.2	321 21.1	672 22.0
(2) In planning stage	526 11.1	174 11.4	346 11.3
(3) Has been done	2943 62.2	997 65.5	1916 62.8
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.			
Omit. . .	355 7.5	53 3.5	191 6.3
(1) Not done.	1905 40.3	680 44.6	1206 39.5
(2) In planning stage	819 17.3	255 16.7	558 18.3
(3) Has been done	1652 34.9	535 35.1	1097 35.9
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.			
Omit. . .	317 6.7	39 2.6	167 5.5
(1) Not done.	2038 43.1	661 43.4	1357 44.5
(2) In planning stage	629 13.3	207 13.6	416 13.6
(3) Has been done	1747 36.9	616 40.4	1112 36.4
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.			
Omit. . .	206 4.4	23 1.5	73 2.4
(1) Not done.	836 17.7	327 21.5	498 16.3
(2) In planning stage	453 9.6	144 9.5	304 10.0
(3) Has been done	3236 68.4	1029 67.6	2177 71.3
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.			
Omit. . .	183 3.9	21 1.4	49 1.6
(1) Not done.	220 4.7	100 6.6	115 3.8
(2) In planning stage	284 6.0	100 6.6	182 6.0
(3) Has been done	4044 85.5	1302 85.5	2706 88.7

Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data

Page A1.4
Table 7274.S
Teaching Staff Survey

Item Statement		Total N %	Male N %	Female N %
16.	Check one:			
	Omit. . .	156 3.3	0 0.0	0 0.0
	(1) Male.	1523 32.2	1523 100.0	0 0.0
	(2) Female.	3052 64.5	0 0.0	3052 100.0
17.	Indicate the level(s) at which you are assigned:			
	Omit. . .	140 3.0	5 0.3	22 0.7
	(1) elementary (K-6).	2212 46.8	390 25.6	1800 59.0
	(2) junior high (7-8)	1126 23.8	484 31.8	635 20.8
	(3) senior high (9-12).	1548 32.7	828 54.4	702 23.0
	(4) K-12 specialist	319 6.7	79 5.2	237 7.8
18.	Which of the following best describes the area you teach:			
	Omit. . .	147 3.1	15 1.0	18 0.6
	(1) general (elementary, math, English, physical education, music, etc)	3421 72.3	1150 75.5	2240 73.4
	(2) vocational (agriculture education, business education, technology education etc).	404 8.5	197 12.9	199 6.5
	(3) other (special/alternative programs).	831 17.6	188 12.3	635 20.8

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page B1.1
Table 7274.G
Teaching Staff Survey

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. .	45 2.0	21 1.9	19 1.2	10 3.1
(1) Not done.	439 19.8	194 17.2	309 20.0	54 16.9
(2) In planning stage	282 12.7	120 10.7	153 9.9	25 7.8
(3) Has been done	1446 65.4	791 70.2	1067 68.9	230 72.1
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. .	32 1.4	22 2.0	18 1.2	8 2.5
(1) Not done.	219 9.9	103 9.1	178 11.5	37 12
(2) In planning stage	309 14.0	133 11.8	166 10.7	32 10.0
(3) Has been done	1652 74.7	868 77.1	1186 76.6	242 75.9
3. Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. .	382 17.3	126 11.2	72 4.7	48 15.0
(1) Not done.	1314 59.4	600 53.3	835 53.9	145 45
(2) In planning stage	151 6.8	87 7.7	129 8.3	26 8
(3) Has been done	365 16.5	313 27.8	512 33.1	100 31
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. .	47 2.1	19 1.7	21 1.4	9 2.8
(1) Not done.	247 11.2	137 12.2	182 11.8	53 16.6
(2) In planning stage	284 12.8	161 14.3	222 14.3	53 16.6
(3) Has been done	1634 73.9	809 71.8	1123 72.5	204 63.9
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit. .	65 2.9	28 2.5	30 1.9	7 2.2
(1) Not done.	289 13.1	141 12.5	189 12.2	54 16.9
(2) In planning stage	216 9.8	100 8.9	133 8.6	27 8.5
(3) Has been done	1642 74.2	857 76.1	1196 77.3	231 72.4

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page B1.2
Table 7274.G
Teaching Staff Survey

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. .	51 2.3	37 3.3	30 1.9	7 2.2
(1) Not done.	293 13.2	221 19.6	329 21.3	77 24.1
(2) In planning stage	244 11.0	149 13.2	181 11.7	28 8.8
(3) Has been done	1624 73.4	719 63.9	1008 65.1	207 64.9
7. Plan student activities that help female and male students work together more effectively. Omit. .	30 1.4	17 1.5	14 0.9	10 3.1
(1) Not done.	95 4.3	78 6.9	165 10.7	19 6.0
(2) In planning stage	138 6.2	103 9.1	156 10.1	26 8.2
(3) Has been done	1949 88.1	928 82.4	1213 78.4	264 82.8
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. .	480 21.7	169 15.0	81 5.2	60 18.8
(1) Not done.	1199 54.2	447 39.7	502 32.4	117 36.7
(2) In planning stage	155 7.0	103 9.1	167 10.8	26 8.2
(3) Has been done	378 17.1	407 36.1	798 51.6	116 36.4
9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexist language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males). Omit. .	25 1.1	13 1.2	15 1.0	7 2.2
(1) Not done.	159 7.2	91 8.1	132 8.5	25 7.8
(2) In planning stage	207 9.4	102 9.1	145 9.4	37 11.6
(3) Has been done	1821 82.3	920 81.7	1256 81.1	250 78.4
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. .	21 0.9	23 2.0	23 1.5	11 3.4
(1) Not done.	168 7.6	137 12.2	224 14.5	41 12.9
(2) In planning stage	217 9.8	126 11.2	159 10.3	27 8.5
(3) Has been done	1806 81.6	840 74.6	1142 73.8	240 75.2

**Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data**

Page B1.3
Table 7274.G
Teaching Staff Survey

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.				
Omit.	76 3.4	27 2.4	36 2.3	22 6.9
(1) Not done.	542 24.5	193 17.1	300 19.4	70 21.9
(2) In planning stage	277 12.5	124 11.0	148 9.6	47 14.7
(3) Has been done	1317 59.5	782 69.4	1064 68.7	180 56.4
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.				
Omit.	117 5.3	64 5.7	67 4.3	29 9.1
(1) Not done.	828 37.4	476 42.3	718 46.4	129 40.4
(2) In planning stage	414 18.7	191 17.0	266 17.2	43 13.5
(3) Has been done	853 38.6	395 35.1	497 32.1	118 37.0
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.				
Omit.	117 5.3	40 3.6	41 2.6	26 8.2
(1) Not done.	1038 46.9	454 40.3	654 42.2	139 43.6
(2) In planning stage	330 14.9	160 14.2	191 12.3	33 10.3
(3) Has been done	727 32.9	472 41.9	662 42.8	121 37.9
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.				
Omit.	41 1.9	27 2.4	27 1.7	12 3.8
(1) Not done.	330 14.9	221 19.6	331 21.4	68 21.3
(2) In planning stage	244 11.0	93 8.3	126 8.1	26 8.2
(3) Has been done	1597 72.2	785 69.7	1064 68.7	213 66.8
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.				
Omit.	29 1.3	16 1.4	25 1.6	7 2.2
(1) Not done.	85 3.8	59 5.2	85 5.5	23 7.2
(2) In planning stage	147 6.6	63 5.6	87 5.6	18 5.6
(3) Has been done	1951 88.2	988 87.7	1351 87.3	271 85.0

Annual Composite Report
Teaching Staff Survey
1992-1993 Evaluation Data

Page B1.4
Table 7274.G
Teaching Staff Survey

Item Statement		K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
16.	Check one:				
	Omit.	22 1.0	7 0.6	18 1.2	3 0.9
	(1) Male.	390 17.6	484 43.0	828 53.5	79 24.8
	(2) Female.	1800 81.4	635 56.4	702 45.3	237 74.3
17.	Indicate the level(s) at which you are assigned:				
	Omit.	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).	2212 100.0	244 21.7	45 2.9	38 11.9
	(2) junior high (7-8)	244 11.0	1126 100.0	288 18.6	25 7.8
	(3) senior high (9-12).	45 2.0	288 25.6	1548 100.0	38 11.9
	(4) K-12 specialist	38 1.7	25 2.2	38 2.5	319 100.0
18.	Which of the following best describes the area you teach:				
	Omit.	7 0.3	8 0.7	18 1.2	3 0.9
	(1) general (elementary, math, English, physical education, music, etc)	1886 85.3	749 66.5	977 63.1	139 43.6
	(2) vocational (agriculture education business education, technology education).	25 1.1	157 13.9	328 21.2	13 4.1
	(3) other (special/alternative programs). .	310 14.0	242 21.5	260 16.8	183 57.4